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ABSTRACT

This book provides lessons, games, teaching strategies, and activities that can be used to supplement a regular, primary-level reading program. Sections, color-coded according for first, second, and third grade, are devoted to the following topics: general tips for teaching reading, motivating interest in reading, experience stories, using films and filmstrips in the reading curriculum, perceptual skills, comprehension strategies, comprehension skills, and oral reading. An answer key for puzzles completes the volume. (KS)

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READING
TECHNIQUES
ACTIVITIES
WORDS
IDEAS
FUN
GAMES

CS 003 246

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St. Louis, Missouri
1976

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Racine B. Maddox, Graphics

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PREFACE

This book is the outgrowth of requests by teachers for additional materials and strategies for reinforcement of reading skills. Many teachers have participated in this project in a variety of ways.

During the 1973-1974 school year teachers serving on the Primary City-Wide Curriculum Committee expressed a need for materials and techniques to reinforce and/or reteach beginning reading skills. An Ungraded Primary Reading Committee, appointed in the fall semester of 1974, worked for approximately four weeks to survey reading materials available from publishers and to make recommendations regarding pupils whose needs were not being met by the existing reading program. The recommendations made by this committee included:

> "That a committee develop and compile an activity guide to be used in conjunction with the reading skills check list. Teachers are the greatest resource and should be asked to contribute to the activity guide ideas that work.
>
> "The guide should contain games teachers can make, seatwork that is meaningful, and activities using the chalkboard or charts to reinforce specific skills."

For the next eight months contributions for the activity book were solicited from teachers and collected by curriculum specialists, district curriculum advisory committee members, and city-wide curriculum committee members.

In order to implement the recommendation of the Ungraded Primary Reading Committee, a Primary Reading Activity Book Committee was appointed in November, 1975. The members of this committee worked approximately six weeks synthesizing the contributions from teachers, the results of their research, and their own ideas to produce the manuscript for this activity guide.

This complete project was implemented under the supervision of the staff of the Division of Curriculum Services and represents a part of this division's continuing commitment to help teachers more effectively meet the needs of pupils.

TABLE OF CONTENTS

HOW TO USE THIS BOOK i

GENERAL TIPS ii

MOTIVATING INTEREST IN READING iii

EXPERIENCE STORIES v

USING FILMS AND FILMSTRIPS IN THE READING CURRICULUM vi

PERCEPTUAL SKILLS 1
  Auditory Discrimination 1
  Visual Discrimination 9

COMPREHENSION STRATEGIES 47
  Phonetic Analysis 49
  Semantic Cues 99
  Syntactic Cues 205

COMPREHENSION SKILLS 249
  Literal Comprehension 249
  Interpretive Comprehension 291
  Critical Comprehension 317

STUDY SKILLS 329
  Locating Information 331
  Reference Materials 341
  Tabular and Graphic Materials 357
  Organization of Ideas 365
  Special Notations 369
  Story Problem and Solution 379

ORAL READING 383

ANSWER KEY FOR PUZZLES 387

HOW TO USE THIS BOOK

Take time to get acquainted with this activity book. You will find lessons, seatwork, games and teaching strategies designed to help you. These activities are to be used *in addition to* the regular reading program. Select those needed to reinforce skills being taught from the basic curriculum materials.

The terminology used to identify reading skills is consistent with that used in the Reading Objectives developed and distributed for use in Title I programs. Activities are grouped in four major sections:

PERCEPTUAL SKILLS

COMPREHENSION STRATEGIES

COMPREHENSION SKILLS

STUDY SKILLS

The activities are color-coded to suggest level of difficulty:

Primary I,	pineapple
Primary II,	grape
Primary III,	watermelon

To locate an activity for a particular skill, turn to your grade level within the appropriate skill section. In order to provide for individual needs of pupils, you may need to select from various levels within that skill cluster. Many of these lessons will utilize multiple skills.

A typical activity sheet lists the skill(s) level(s), description of materials needed, procedure and directions.

Some activities are intended for use with specific stories in the adopted texts; when this is true, the title and page number of the story is given.

Some pages are coded with symbols:

M appears on pages from which masters may be made.

T appears next to procedures for teachers.

P appears next to directions for pupils.

GENERAL TIPS

Have young children put a piece of construction paper in the studybook to use as a page marker and a mask for material not being used.

Draw cross lines on studybook pages which contain four vowel exercises (Levels 3-S and 4-S) so that the child knows the word on which the group is working.

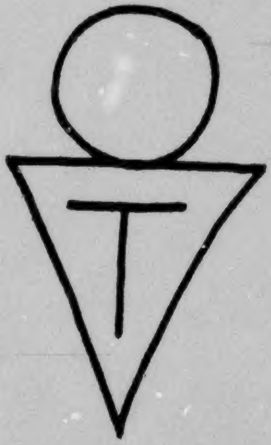
After sequential order pages have been completed, have the children cut the pages apart and paste pictures in sequential order on another piece of paper.

Write directions for all assignments on the board. Directions for math, art, and spelling lessons can be written to give additional reading practice.

Always identify the skill that is being practiced. Share with the children the objective or expected outcome of each lesson.

Insert relevant pages from this activity book into the reading manual being used. Supporting material will then be at hand for the skill you are teaching.

When children at a given reading level demonstrate weakness in a skill, reteach or reinforce learning by using duplicating masters for Open Highways and for Systems at a lower level. These duplicating masters are available in the schools. Use the table of contents to locate the skills.



MOTIVATING INTEREST IN READING

Focus on helping children develop love for reading, an interest in books, and a desire to read often.

Read many books to the children. Let them select books from the library table that they want to hear. Read their selections to them!

Do several things after reading a book aloud:

Ask questions about the book.

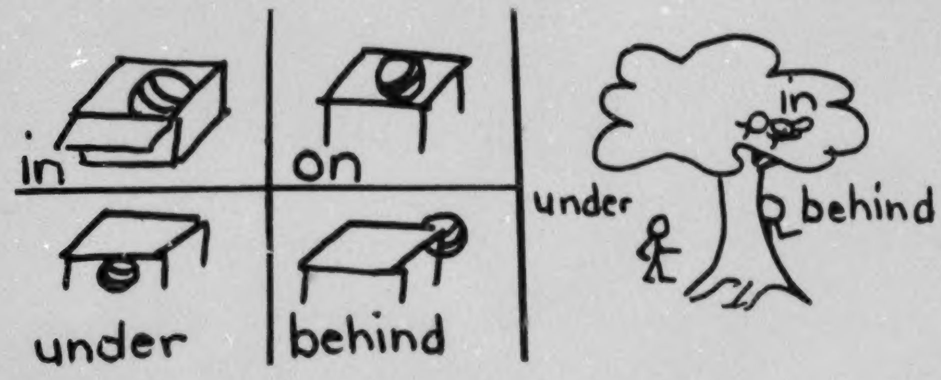
Let the children draw pictures of their favorite parts of the story.

Let children draw pictures and put them in sequential order.

When the children are able to read easy books, organize a "Reading Club." A child becomes a member of the club when he reads a book to the class and his name is posted. Every time he reads a book, he gets a small star by his name.

Early in the school year teach "The Alphabet Song". If the group appears to be having a great deal of trouble learning to identify the letters, then adopt the "THE ALPHABET SONG" and sing at every opportunity. Say, "We're singing OUR SONG!" Make the children aware that they are expected to join in when you start singing. Try singing the song as the children line up at recess, noon, and at the close of school.

With the help of the children, make charts to illustrate position words. Let the children draw the pictures. For example:



Build these charts as you progress in the reading material. As soon as one of the chart words is introduced in the reading material, put it on the chart.

Make newspaper and magazine charts. Bring in some easy-to-read headlines or advertisements. Ask, "Who can read these words?"

Emphasize that the purpose of reading is to help pupils be ready to read anything. After making large room charts, let the children make booklets: "Magazine Words," and "My Newspaper Words."

Words We Read From the Newspaper

Magazine Words

Utilize the wrappings from the foods children buy to reinforce vocabulary. Make a chart using the wrappers and the labels.

Food We Buy and Eat

Go on a "Reading Walk" and let the children try to read signs, store names, billboards, etc. You record the words. Write the words on the board when you return. Put a check by the ones pupils recall.

EXPERIENCE STORIES

Vary the use of experience stories to reinforce reading skills. To develop awareness of word order in sentences, on the top half of a duplicating master, copy an experience story which the class has developed collectively. On the bottom half of the duplicating master, put each word from the story in a box. Give each child a copy of this sheet and a piece of kraft or construction paper. Instruct pupils to read the story at the top of the page, cut out the words at the bottom of the page, and paste the words on the kraft or construction paper in the correct order to tell the story.

Example:

Don went to the store with his mother.

___ ___ ___ ___ ___ ___ ___ ___

store went to mother

Don with his the

To demonstrate the effect of time on verb forms, use stories from the children's experiences. Collective stories about classroom activities demonstrate verb changes in the pupils' own words. For example, a story about a field trip could be written before the event and rewritten after the trip.

We will go to the zoo.	We went to the zoo.
We will see animals.	We saw the animals.
We will ride on a bus.	We rode on a bus.
We will walk at the zoo.	We walked at the zoo.
We will feed the baby animals.	We fed the baby animals.

To encourage the rereading of classroom stories, put on the chalkboard or bulletin board various word classifications such as "Rhyming Words," "Words That Grow", Words That Begin with CH". Tell children to reread their individual and group experience stories to find words which can be listed under the titles. Encourage pupils to continue to add words to the lists over a period of time.

USING FILMS AND FILMSTRIPS

A variety of films and filmstrips may be used for reinforcing visual and auditory perception skills. Follow-up activities may include dramatization, illustration, rewriting to change endings, sequencing and summarization.

Some films and filmstrips which are available from Audiovisual Services are useful to introduce or reinforce specific reading skills:

Visual Discrimination (likenesses and differences)

F	173-100	*Shout It Out Alphabet*
F	170-111	*Three Little Pigs (3S)*
F	166-108	*Gallant Little Tailor (6S)*
FS	66-102	*Rumpelstiltskin (5S)*

Auditory Discrimination (rhymes and beginning consonants)

FS	669-101	*Auditory Perception*
FS	664-178	*Hearing Rhymes*
F	165-110	*Zoo Animals in Rhyme*

Phonetic Analysis (vowel spelling patterns)

These films may be used at all levels but they are especially helpful at the beginning of Levels 5-S and 4-OH for review.

F	170-112	*Find the Vowels*
F	170-113	*Vowels and Their Sounds*
F	271-112	*The Vowel "A"*
F	271-113	*The Vowel "E"*
F	271-114	*The Vowel "I"*
F	271-115	*The Vowel "O"*
F	271-164	*The Vowel "U"*

For other films and filmstrips on phonetic analysis, see the Language Arts-Reading-Phonics section of the current Audiovisual Catalog.

Sight Word Recognition/Vocabulary Development

F	171-105	*County Fair*
F	171-106	*In, Out, Up, Down, Under, Over, Upside Down*
F	171-107	*One Turkey, Two Turkey*
F	171-108	*Picnic*
F	171-109	*Playground*
F	170-110	*Rain*
F	171-110	*Safety As We Play*
F	171-111	*Sun*
F	171-112	*Wheel Is Round*
F	171-113	*Wind*
F	171-114	*Z Is for Zoo*

Relationships

SFS	773-743	*Beginning Concepts Part I (size, number, color, shape, and texture)*
SFS	773-744	*Beginning Concepts Part II(opposites, position, time, parts of the body, and growing)*

This series introduces concepts that are basic to reading comprehension. The filmstrips on opposites teaches a game that could be used in reading groups.

Sequence

F	356-114	*Red Balloon*
F	168-106	*Ugly Duckling*
F	158-105	*The Five Chinese Brothers*

Types of Literature/Traits and Motives of Characters

F	167-100	*Ant and the Grasshopper*
F	147-105	*Hare and the Tortoise*
F	148-107	*Fox Fables*
F	159-104	*He Who Laughs Last, Laughs Best*
SFS	767-403	*The Miller, His Son and the Donkey*
SFS	767-401	*Ant and the Dove*
SFS	767-402	*Belling the Cat*
SFS	767-404	*Woodcutter and the Ax*

Story Problem and Solution

F	169-147	*What If?*
F	169-145	*What Should I Do?/Lunch Money*
F	169-144	*What Should I Do?/The Fight*
F	169-143	*What Should I Do?/The New Girl*

To introduce the concept of finding a title or main idea, start a film after the title frame has passed through the projector. When the film is over, question the class to elicit ideas on main idea and title of the film. After the class has made some conclusions, show children the title.

Use a film as a focal point for discussion and questions. This kind of oral language activity strengthens reading skills by broadening the base of language experience. Some films which encourage good discussions are:

F	171-119	*Little Girl and the Gunny Wolf*
F	167-112	*Yours, Mine and Ours*
F	356-114	*Red Balloon*
F	167-108	*Rolling Rice Ball*
F	148-116	*Princess and the Dragon*

Films and filmstrips may also be correlated with reading selections in the adopted texts to form a part of the social studies and science programs. *Goals and Guidelines: Social Studies in the Primary* correlates audiovisual materials with the reading program.

COUNTING WORDS

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Tell children that you are going to read some sentences aloud. Instruct them to listen to the sentences and count the words they hear in each sentence.

Give one sentence at a time and call on one child to report the number of words heard. Check with other children for agreement.

After the children have had experience with this game, have them give sentences to the class.

TICK TOCK

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Loud clock or metronome

PROCEDURE: Hide a clock or metronome in the classroom while the children have their eyes covered. After the object is hidden, choose a small group to listen for the sound and search for the object. If it is found quickly, hide it again and let another group search for it. If it is not located within a reasonable amount of time, select a different group of pupils to continue to search.

WHICH SOUND?

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 1-S and up, 1-OH and up

MATERIALS: Objects from teacher's desk such as tape, scissors, chalk, etc.

PROCEDURE: Pair two objects and make their sounds for the children. For example, tear tape and label it sound #1. Move scissors and label it sound #2. Ask children to put their heads down and hide their eyes. Make either sound #1 or #2. Ask children to guess which sound was made. Children then put their heads up and two additional objects and their sounds are introduced.

CIRCLE GAME

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Blindfold

PROCEDURE: Have children sit on floor to form a circle. Blindfold one child and have him/her point to someone in the circle. The chosen child says, "It is I." The blindfolded child then attempts to identify the child who spoke. This game is especially good for helping children become acquainted with each other during the first few weeks of school.

LET'S MOVE!

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination, Motor Skills
COMPREHENSION SKILLS, Directions

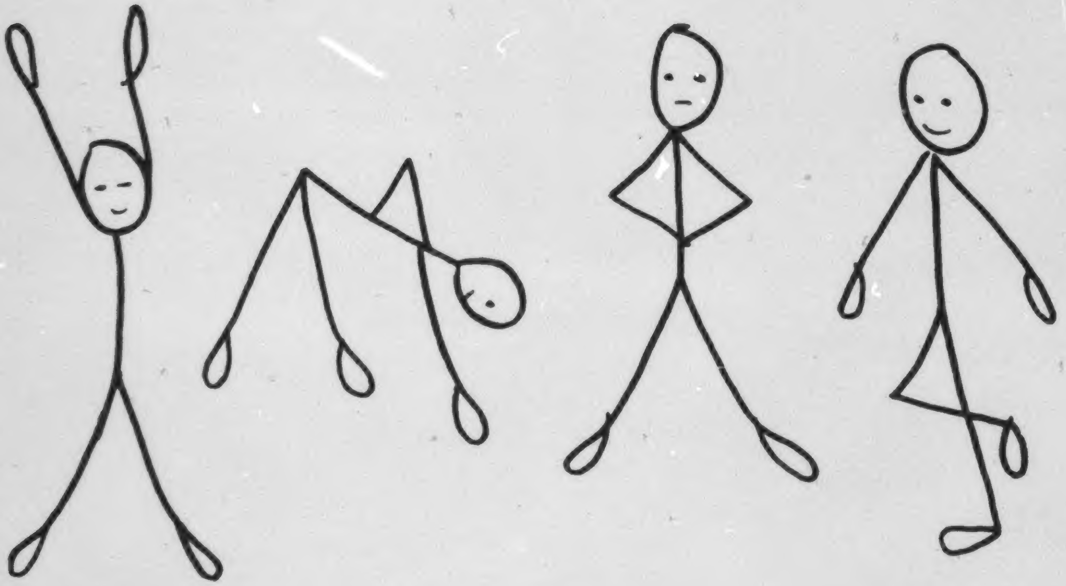
LEVEL: Primary I

MATERIALS: Space for children to move freely

PROCEDURE: Select space adequate for children to stand and move freely. Instruct children to listen carefully and follow your directions. Give oral directions which describe movements such as:

> "Put one part of your body on the floor.
> Put two parts of your body on the floor.
> Take one part of your body off the floor.
> Take two parts of your body off the floor.
> Make your body look long and thin.
> Make your body look wide and fat."

Continue giving directions in this pattern. If necessary, demonstrate movements described.



CAN YOU GUESS?

SKILL:	PERCEPTUAL SKILLS, Auditory Discrimination
LEVEL:	Primary I
MATERIALS:	Chalk and chalkboard
PROCEDURE:	The teacher introduces the game, "Can You Guess" by saying, "I'm thinking of a letter that has a short stick and a little hill. Can you guess what it is?" Pupil responds by naming letter. (n) You may want pupil to try to write letter on chalkboard. Continue game by describing different letters.

"I'm thinking of a letter that: "

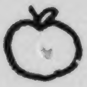
has a tall stick and little hill.	(h)
has a short stick and two hills.	(m)
has a round ball with a tall stick touching the right side of the ball.	(d)
has a shape like a snake.	(s)
has a round ball with a short stick touching on the right side of the ball.	(a)
is a round ball.	(o)
is a tall stick.	(l)
is two "v"s connected.	(w)
has a short stick with a hill that stops in the air.	(r)
is a short stick with a dot over the top.	(i)
is a upside down hill with a short stick on the right side of the hill.	(u)
has two slanted lines that come together at the bottom.	(v)
is a zig zag.	(z)

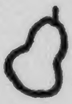
SKILL: PERCEPTUAL SKILLS, Auditory Discrimination and Motor Skill
COMPREHENSION STRATEGIES, Phonetic Analysis

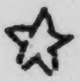
LEVEL: Primary I

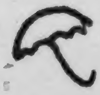
MATERIALS: Worksheet

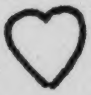
PROCEDURE: This worksheet can be used to dictate letters of the alphabet. sounds, or words. Ex: If you are dictating the alphabet say: "Write "t" on the line next to the apple." "Write "w" on the line next to the pear." Note: Dictate at least twice a week. Children enjoy it!

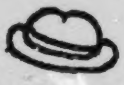
1.  t

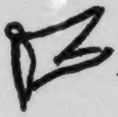
2.  w

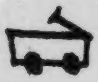
3.  ________

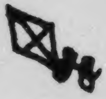
4.  ________

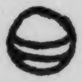
5.  ________

6.  ________

7.  ________

8.  ________

9.  ________

10.  ________

SKILL: PERCEPTUAL SKILLS, Auditory Discrimination
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Sing the following song to the tune of "Did You Ever See A Lassie?"

Did you ever hear the d sound
The d sound (repeat)?
Did you ever hear the d sound
Like when you say dish?
The d sound starts dish (repeat).
Did you ever hear the d sound
Like when you say dish.

Did you ever hear the d sound
The d sound (repeat)?
Did you ever hear the d sound
Like when you say duck?
The d sound starts dish.
The d sound starts duck.
Did you ever hear the d sound
Like when you say duck?

Did you ever hear the d sound
The d sound (repeat)?
Did you ever hear the d sound
Like when you say doll?
The d sound starts dish.
The d sound starts duck.
The d sound starts doll.
Did you ever hear the d sound
Like when you say doll?

Note: Substitute any letter that needs working on.

CHOOSE A COLUMN

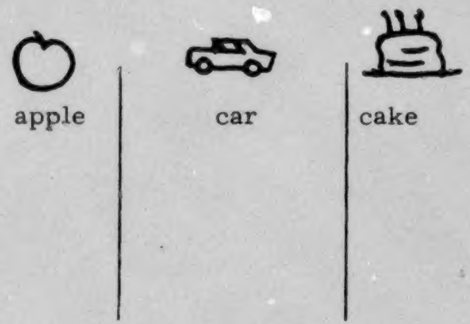
SKILL: PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 3-S and up

MATERIALS: Chalkboard, word list

PROCEDURE: On the chalkboard make three columns and label each with a word or picture which illustrates a particular vowel sound. Say a word which contains one of the sounds illustrated and ask the pupils to tell which vowel sound is heard in the word and which column head it matches.

Example:



Word list: at, bake, make, hard, cat, park,
ape, lake, bath, cap, card, shark

Teacher says, "Cap."

Pupil responds, "I hear the same *a* sound that is in the word *apple.*"

If the response is correct, write it in the column under the word which has the same sound. If the response is incorrect, say the two words again for the child.

Variation: Use same lesson format for beginning consonant sounds.

LETTER SHAPES

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Duplicating master, crayons, scissors

PROCEDURE: Put the outline of a lower case *b* on a duplicating master and distribute copies to children. (See sample on back of this page.) Discuss the shape of *b* and have children color the letter blue and cut it out. After letter is cut out, have children turn it over. They now have the letter *d*. Discuss the shape of *d* and instruct them to color it red.

Extension: To add phonetic analysis to this activity, name objects that begin with the sound of *b* or *d*. Instruct children to hold up the *b* side for objects that begin with the *b* sound and the *d* side for objects that begin with the *d* sound.

CLAY LETTERS

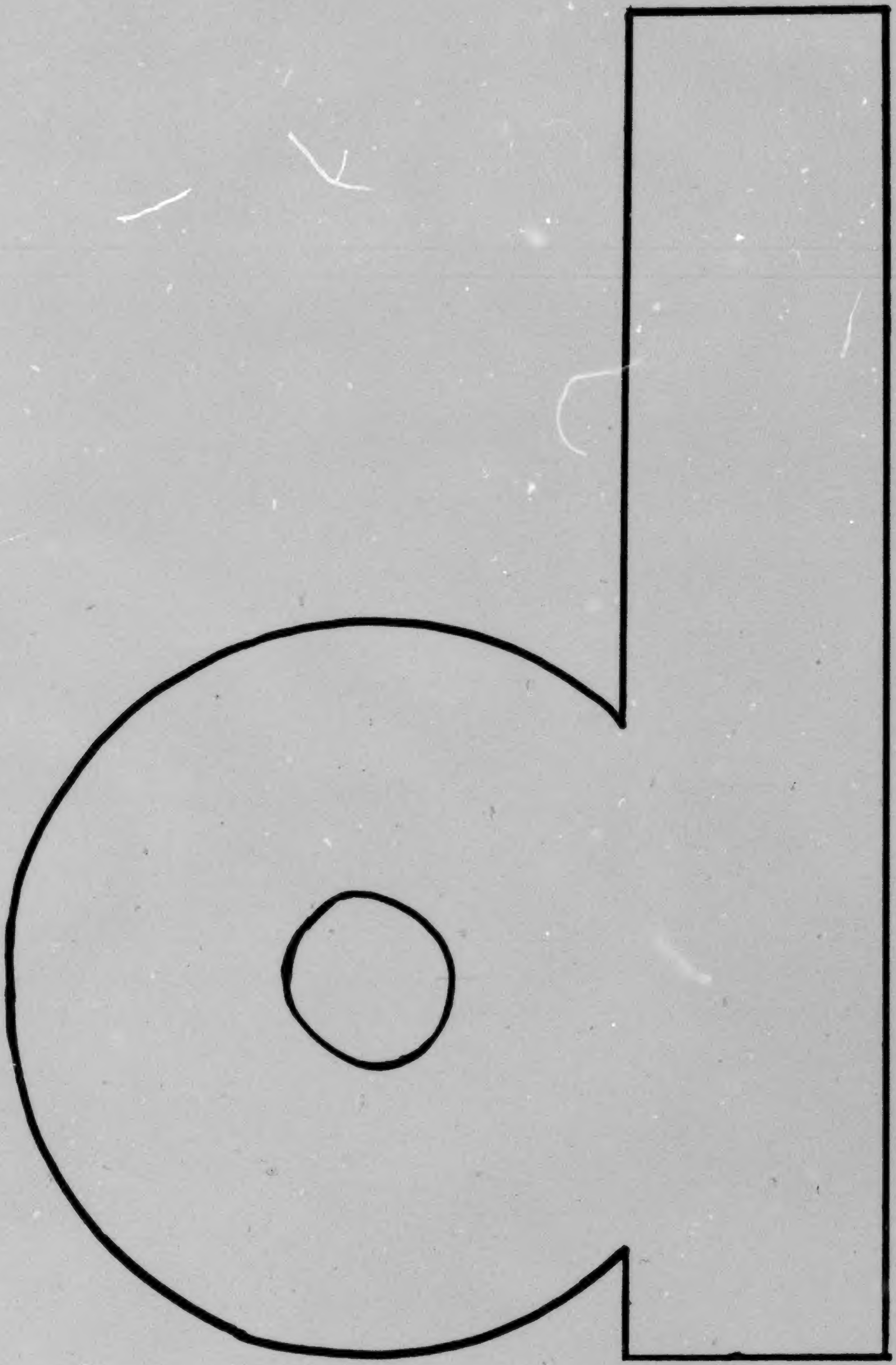
SKILL: PERCEPTUAL SKILLS, Visual Discrimination, Motor Skills

LEVEL: Primary I

MATERIALS: Clay, construction paper

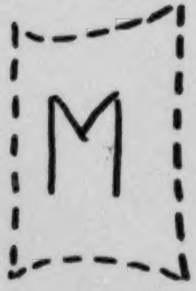
PROCEDURE: Give each child a piece of clay and demonstrate the use of clay to make a letter. Then have each child use his piece of clay to mold a letter and press it on a sheet of construction paper. Display the finished letters in the reading corner.

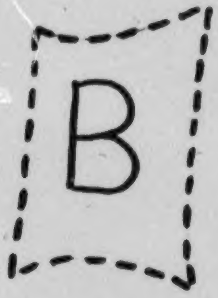
Variation: Have pupils cut letters from construction paper and paste on sheets of kraft paper.

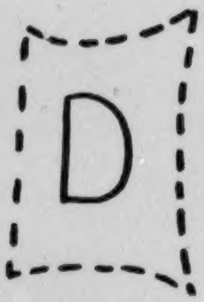


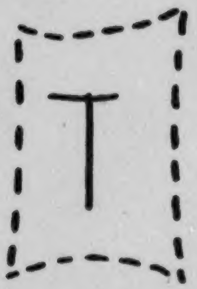
PATCHES ON THE HOBO

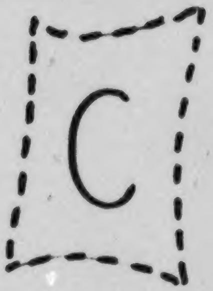
SKILL:	PERCEPTUAL SKILLS, Visual Discrimination
LEVEL:	Primary I
MATERIALS:	Worksheets, scissors, paste
PROCEDURE:	Make a duplicating master of the picture of the hobo. (See back of this sheet.) Have pupils cut out the large letters at the bottom of this page and paste them on top of the corresponding small letters on the hobo. Variation: This activity can be adapted for beginning sounds, matching words, colors, compound words, and medial and final consonants.

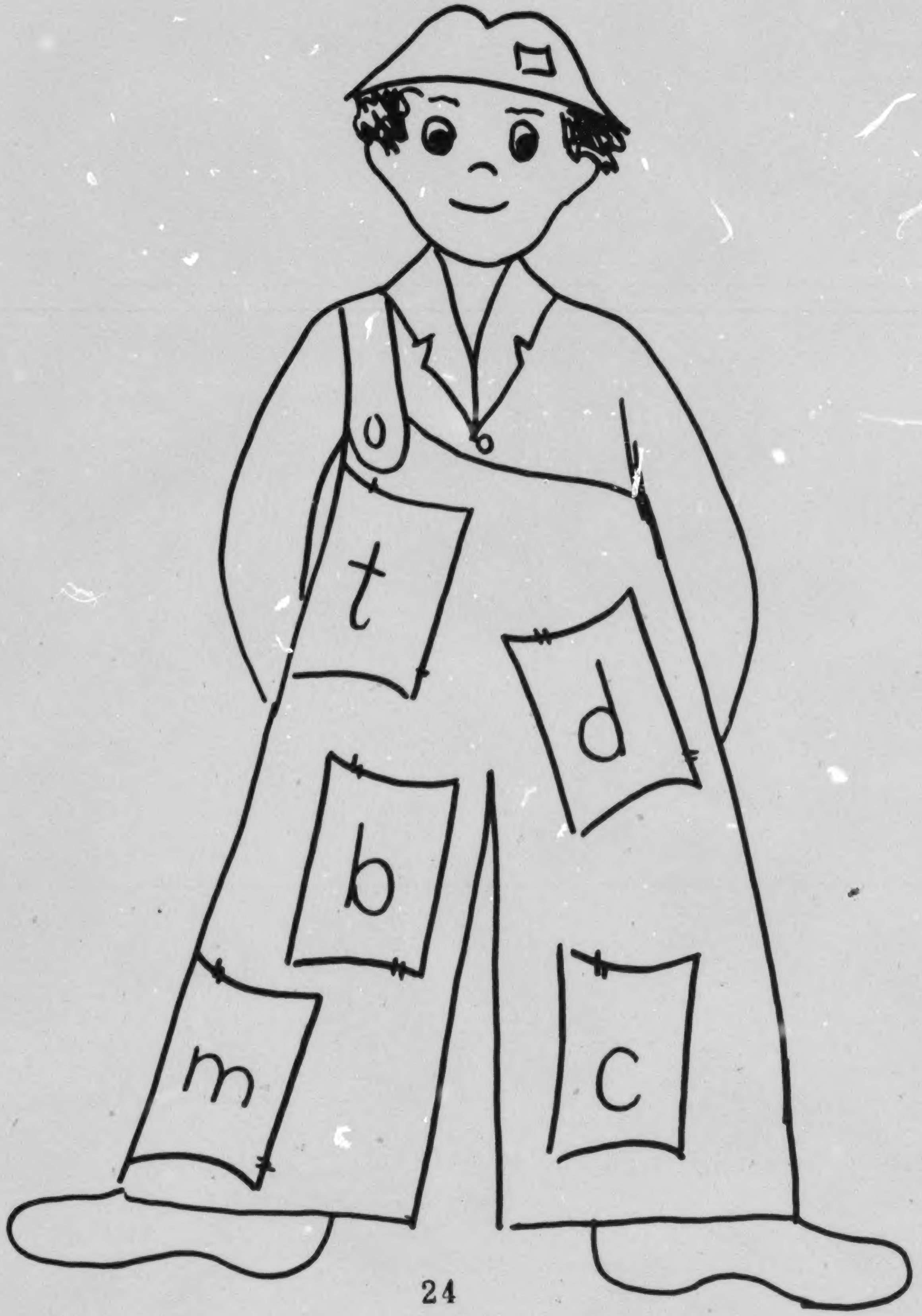











o
t
d
b
m
c

CUT AND MATCH

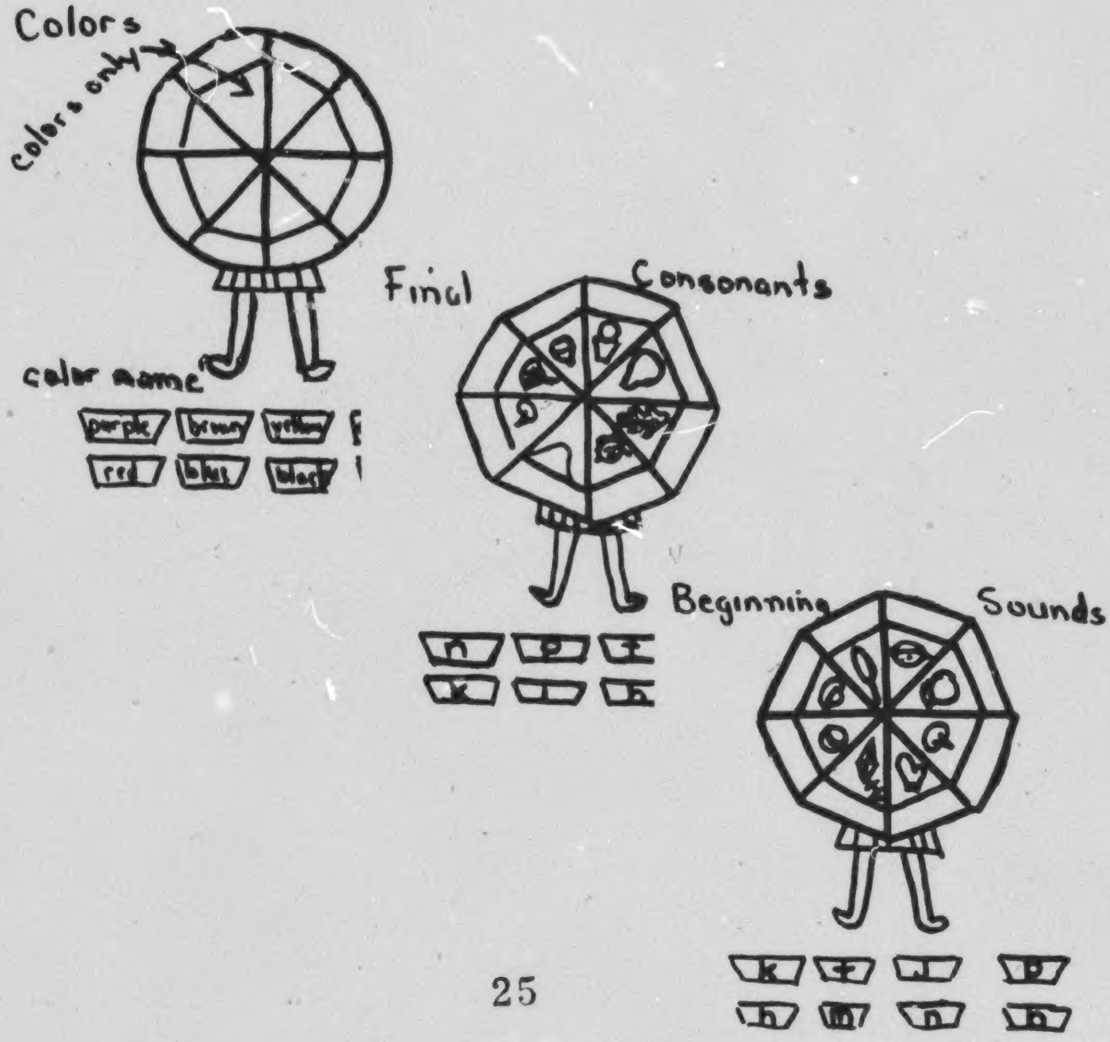
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

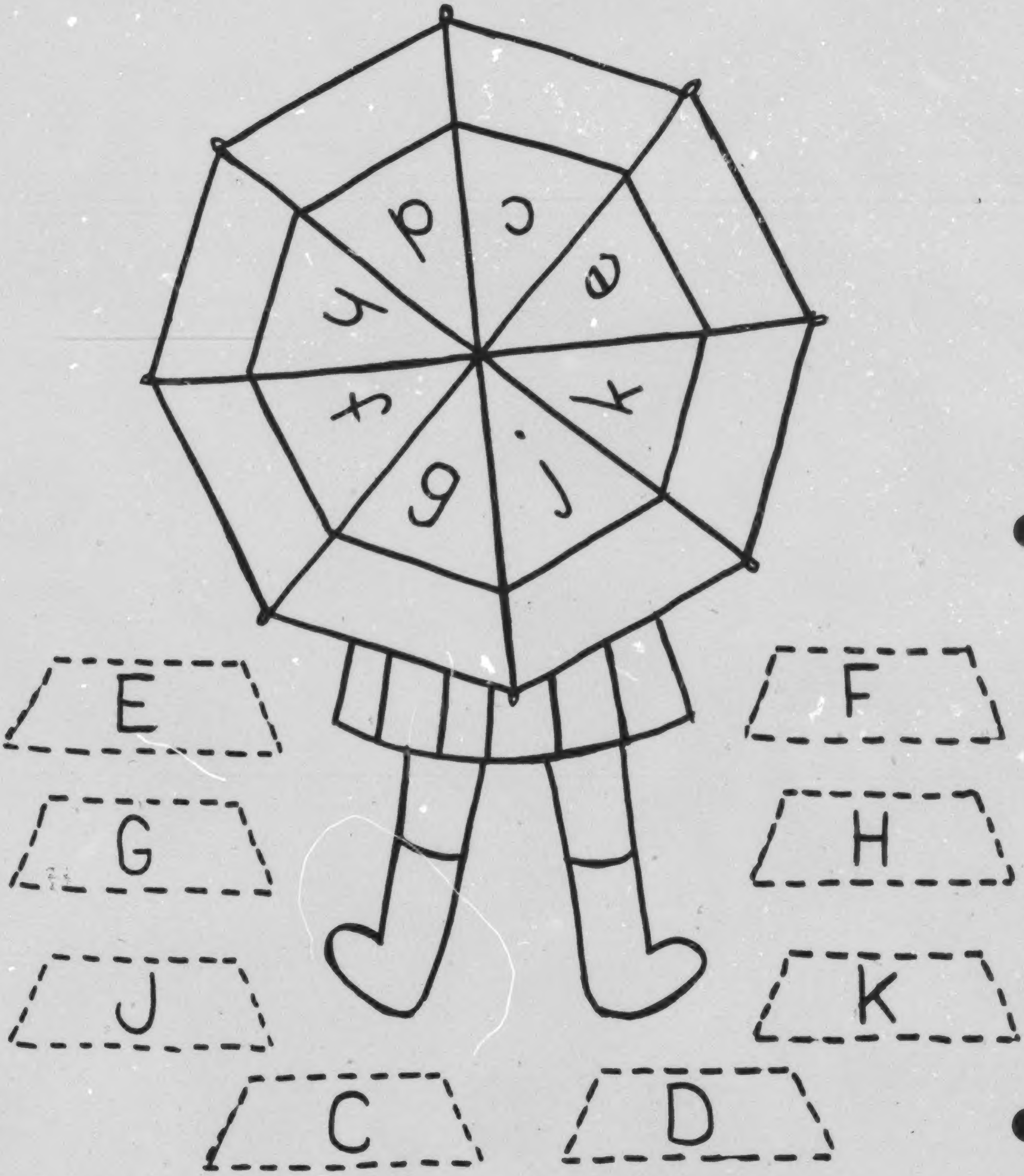
LEVEL: Primary I

MATERIALS: Duplicating master, worksheets

PROCEDURE: Reproduce the worksheet illustrated on the back of this page. Have pupils cut out the triangles at the bottom of the page, match capital letter on each triangle with small letter on umbrella, and paste in place.

Variation: Pictures such as this can be adpated for color matching, initial, medial, and final consonants, and for compound words.


Colors
colors only
color name
purple
brown
yellow
red
blue
black
Final Consonants
Beginning Sounds


p
c
e
k
j
g
f
y
E
F
G
H
J
K
C
D

TREASURE CHEST

alphabet box

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Box, alphabet cards

PROCEDURE: Place cards containing the small letters of the alphabet in a box. Along the chalkboard ledge place cards containing the capital letters of the alphabet. Have each child reach into the box, pull out a letter, and match the small letter with the corresponding capital letter.

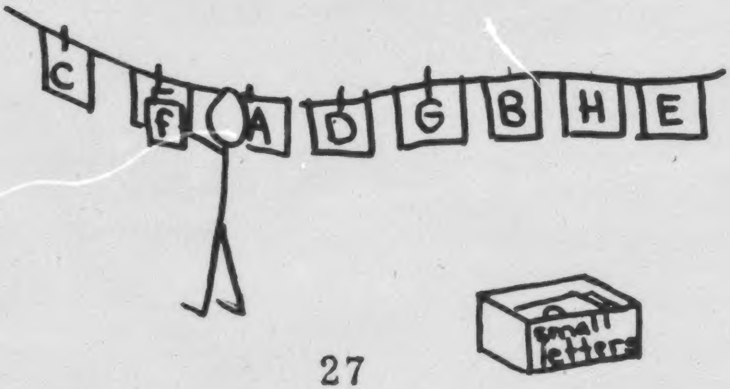
ALL WET

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Alphabet cards, clothesline, clothespins, box

PROCEDURE: Clip several alphabet cards with capital letters to a small clothesline with a clothespin. Place the corresponding small letters in a box. Have children hang the small letters up "to dry" by clipping each small letter to the corresponding capital letter.



THE ALPHABET BUS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

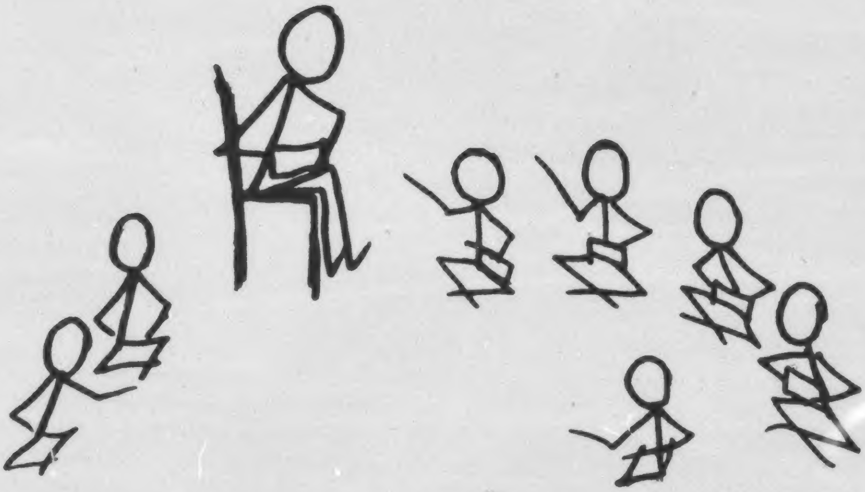
LEVEL: Primary I

MATERIALS: Alphabet cards

PROCEDURE: Use this activity with a small group. Have one child sit on a chair and pretend to be a bus driver while the other children hold their tickets (alphabet cards with small letters) in their hands. When the bus driver holds up one capital letter, the child with the matching small letter shows his letter and gets on the bus. Continue until all the children in the reading group are on the bus. This activity can be used to bring the group together for a reading lesson.

Variation: To add phonetic anlaysis to this activity, the bus driver calls out the name of a street (teacher may need to do this) and each child looks at his ticket (alphabet card) to see if it matches the beginning sound of that street. The pupil with the matching ticket may get on/off the bus.

> Example: The bus driver calls out "Balloon Street". The pupil looks at his card with the "B" on it and tell the bus driver that this is his street. The bus driver checks the ticket and lets the pupil on/off the bus.



LETTER BAG

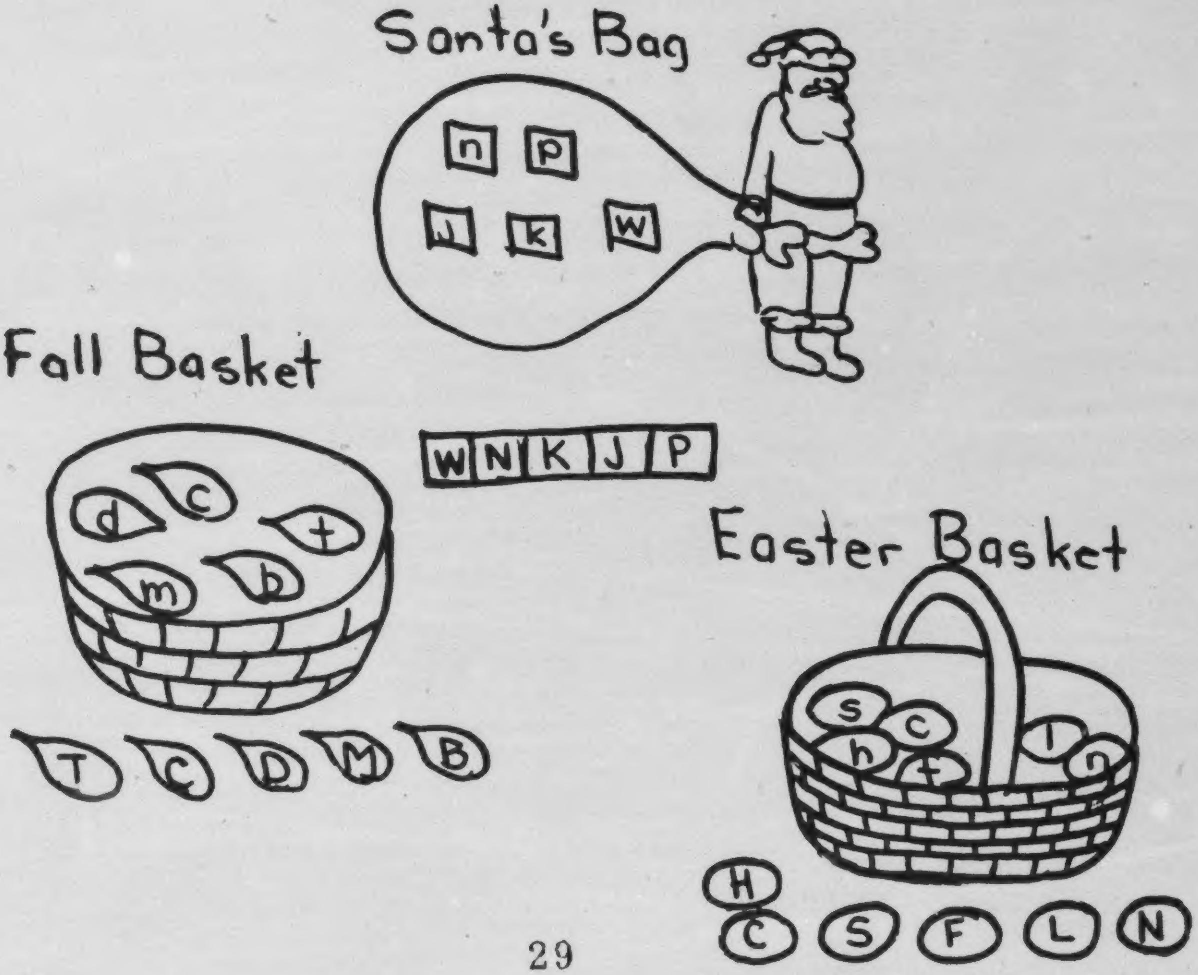
SKILL: PERCEPTUAL SKILLS, Visual Discrimination

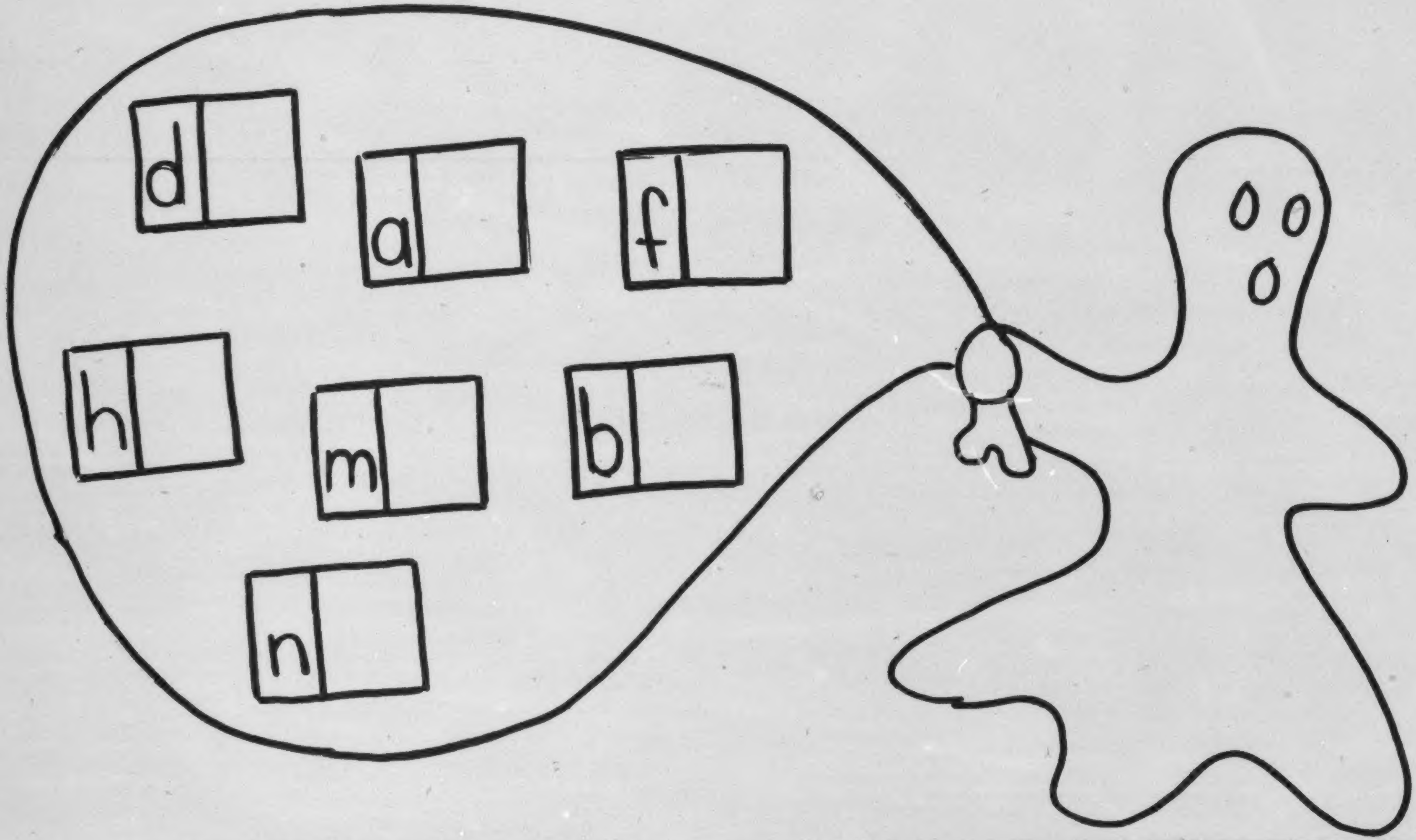
LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Give each pupil a duplicated worksheet similar to the sample on the back of this page. Illustrations on worksheet may be changed to correspond with holidays or seasons, such as ghost with bag for October, Santa with bag for December, etc. Ask children to cut out the capital letters which match the small letters on the bag and paste them on the bag.

Variation: This activity may also be used with beginning sounds.


Santa's Bag
n
p
j
k
w
W N K J P
Fall Basket
c
d
t
m
b
T C D M B
Easter Basket
s
c
h
t
l
n
H
C S F L N



A	B	C	D	E	F	G	H	J	K	L	M	N

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Two worksheets, scissors, paste

PROCEDURE: Make duplicating masters of front and back of this page and run on separate sheets. Read directions aloud with the pupils.

DIRECTIONS: Cut out the letters on the letter sheet. In each row on this sheet paste the letters that are the same as the first letter in that row.

F			
M			
H			
D			
G			
L			

L	F	E	H
M	D	G	I
S	K	N	V
G	H	L	O
F	X	P	M
C	T	D	Y
H	L	A	G
D	M	O	F

DELIVER THE MAIL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalkboard, cards with lower case letters of alphabet

PROCEDURE: Have children "deliver the mail" to reinforce recognition of letters of the alphabet. Draw several outlines of houses on the chalkboard. Write a capital letter on each house. Distribute to the children cards with lower case letters. Have children match the small letters on the cards with the capital letters on the houses. When a child recognizes a match, he delivers the card to the proper house.

Variation: To use this game as a phonetic analysis activity distribute picture cards and ask children to think about the beginning sound for the name of the object on each picture card. If that beginning sound is the same as the letter in the house, child may deliver the picture to that house.

SECRET WORD

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalkboard or chart paper

PROCEDURE: Put the following chart on the chalkboard or chart paper.

b	c	w	t
d	c	a	s
d	o	w	s

Instruct children to copy the chart and put in the bottom space the letter that does not match the other two in that column. A "secret" word will result if the chart is completed correctly. This type of chart can be varied to include names of classmates and names of holidays.

SPEED

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: One set of alphabet cards per child

PROCEDURE: Explain to the pupils that for this game they will be finding letters on the cards but they must wait for you to say "go" before looking through their cards.

Call a letter and then say, "Go". Allow time for each pupil to look for the letter in his own set. As soon as the letter is found, the pupils come to the front of the room and stand in line with the letter concealed. Ring a bell (or count to ten) to signal "Stop". Make the time between "Go" and "Stop" short, thus discouraging copying. The pupils in the line reveal cards while the teacher checks to find the "champs" (ones who have the right letter). Then the "champs" tip back to their seats like "champs" know to do! Call another letter and the lesson goes on!

Follow-up: Have pupils use magazines and newspapers to find letters of the alphabet to cut out and paste on 9" x - 12" construction paper which has been divided into sections.

b	d
m	l

Variation: Use words instead of letters.

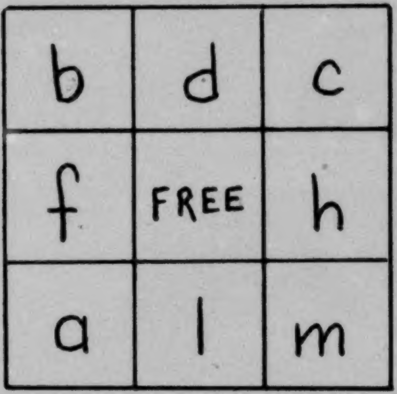
NOTES: If your pupils are too immature to stand in line without problems, then ask them to raise their hands or put their heads down. This lesson will help you pinpoint the most frequently missed letters.

Each pupil can make his own set of alphabet cards. Provide for each pupil a duplicated sheet with 26 squares on which have been written 26 letters. These can be cut out and pasted on kraft paper squares (which may be cut by 8th graders).

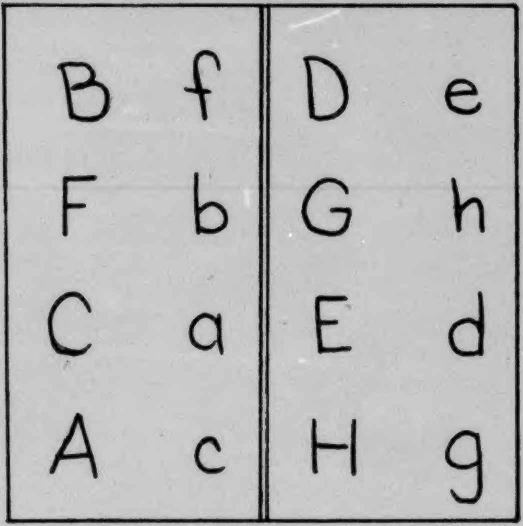
ABC BINGO GAME

SKILL:	PERCEPTUAL SKILLS, Visual Discrimination
LEVEL:	Primary I
MATERIALS:	Shirt boards (divided into nine squares) with one letter of the alphabet in each square.
PROCEDURE:	Make game boards for pupils with lower case alphabet. Hold up a capital letter and have each pupil put a chip on the matching small letter on his game board. The pupil says, "Bingo", when he has completed any row (vertically, horizontally, or diagonally).

Follow-up: Given a sheet of paper with both lower case and capital letters the pupils match the letters.



b	d	c
f	FREE	h
a	l	m



B	f	D	e
F	b	G	h
C	a	E	d
A	c	H	g

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalk, chalkboard, worksheets

PROCEDURE: Write the following sentence on the chalkboard:

Fanny found a fish and a fan in front of the fence.

Ask pupils, "Which letter do you see in almost every word in that sentence?"

Response should be "f".

Select one pupil to "Come up and circle that letter everywhere you see it."

PUPILS ARE NOT EXPECTED TO READ THE SENTENCE!

AFTER PUPILS HAVE CIRCLED THE LETTERS, READ THE SENTENCE TO THEM!

Continue with as many of the following sentences as time allows:

1. Eddie eats eggs everywhere.
2. Pam puts pears, peaches, and plums in the punch.
3. Dan dug deep ditches down in the dirt.
4. Let Lucy learn before lunch.
5. Kittens keep killing mice.
6. Many mothers make muffins for meals.
7. Girls go and get great games in the garage.
8. Judy jumped in the jeep with jelly and jam.
9. Can Carl come and catch the cat?
10. Harry has to hit hard with the hammer.
11. Queenie quit eating quickly and quietly.
12. Ned needs a nurse now !
13. Ida got ill and irritable in Ireland eating ice.

Follow-up: Let the children circle the letters on a worksheet containing these sentences.

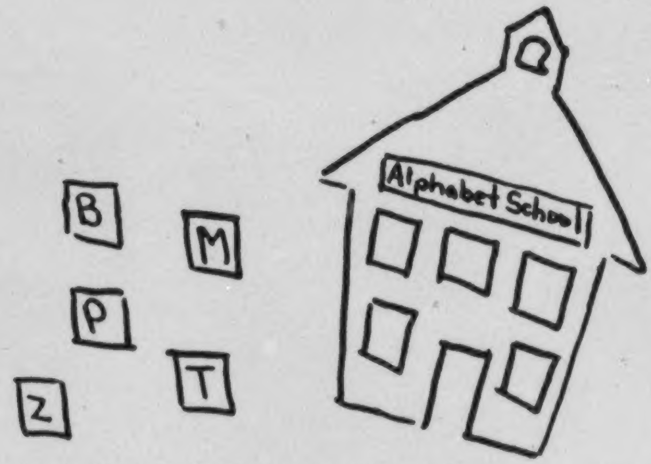
THE ALPHABET SCHOOL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

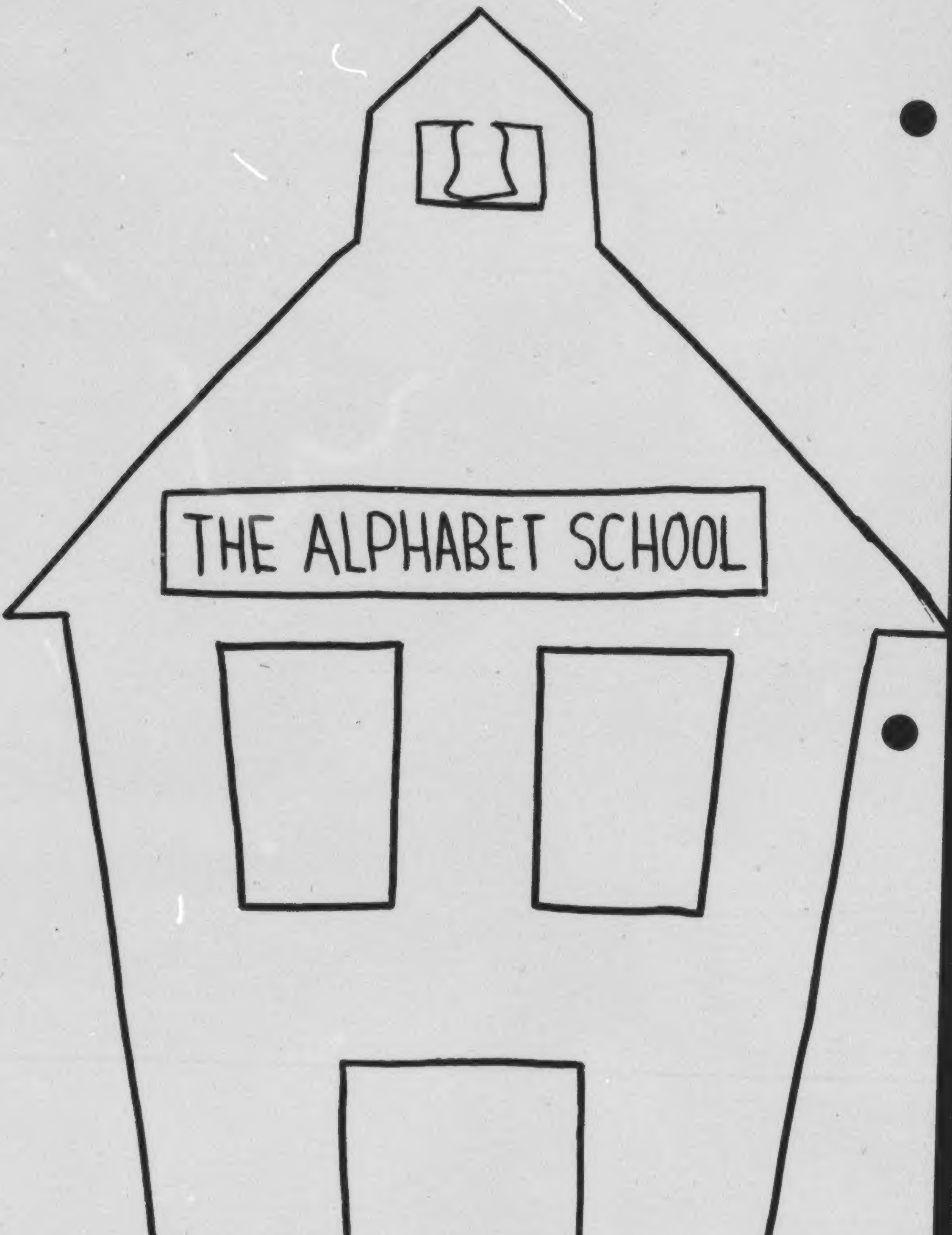
LEVEL: Primary I

MATERIALS: Worksheet, large picture of school, cards on which letters have been written

PROCEDURE: Hang a big drawing of a school on the chalkboard or easel. On the roof of the school, write "The Alphabet School". The number of windows on the school will be determined by the number of letters being taught at a particular time. If you are working on mastery of two or three letters, then the school will have that many windows. Pass to pupils cards (the same size as the windows on the school) on each of which a letter has been written. Any pupil who can identify the letter he is holding gets to place it in a window on the school.



For a Seatwork Activity: Make two masters, one for the school and the other for the letter windows to be pasted on the school. Have pupils cut letters and paste in windows.


THE ALPHABET SCHOOL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and read the directions aloud with the pupils.

DIRECTIONS: Write the matching small letter. Write the matching capital letter.

A			a
B			b
C			c
D			d

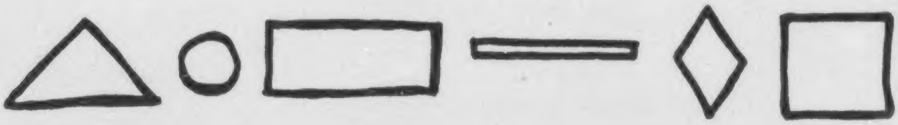
BEFORE - BETWEEN - AFTER

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-S and up, 4-OH and up

MATERIALS: Chalkboard or chart paper

PROCEDURE: Put the following exercise on the chalkboard or chart paper. Instruct children to study the diagram and use the words before, between and after to complete the sentences that follow.



1. ▬ comes ________ ○ .
2. △ comes ________ ◇ .
3. ▭ comes ________ ○ and ▬ .
4. ◇ comes ________ □ .
5. ○ comes ________ △ .
6. ◇ comes ________ ▬ and □ .

Extension: To reinforce the use of positional words to indicate relationships, write an imperative sentence on the board using a word that describes a relationship.

Example: Put your pencil on top of the easel.

Ask children to read the sentence silently and raise their hands when they are ready to act out the sentence. Choose one child to complete the action while the others watch to see if he/she is correct.

As a variation of this activity, whisper an imperative sentence to one child and instruct him to complete the action. The other children should watch and try to guess the sentence.

SHADOW

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Shadow, Speeding Away*, T.M., pgs. 22-28.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

erar
dowsha
terttro
rott
minopalo
nav
toca
larroc
aitg
llud

1. ____________ 4. ____________ 7. ____________

2. ____________ 5. ____________ 8. ____________

3. ____________ 6. ____________ 9. ____________

10. ________________

L	S	O	C	W	O	D	S	M	V	T	L	O	T
I	H	O	O	A	I	R	A	R	E	D	K	K	R
D	A	L	A	Q	B	J	P	U	X	M	D	N	O
G	D	G	T	R	I	C	K	Q	V	Y	U	O	T
N	O	I	P	A	L	O	M	I	N	O	L	P	T
I	W	A	P	H	C	S	T	D	L	R	L	Z	E
K	D	T	G	B	U	V	H	G	E	M	S	W	R
C	L	F	A	W	E	A	F	C	O	R	R	A	L
A	U	E	I	Y	D	N	I	J	L	C	F	N	T
R	L	U	T	E	L	L	T	Z	B	X	N	G	O
T	R	O	T	T	O	L	A	K	M	O	Z	P	H

SHADOW'S NEW LIFE

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Shadow's New Life,* Speeding Away, T.M., pgs. 29-35.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

tersam
medroog
riaf
girn
neam
norsted
desguj
rowran

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

B	U	M	A	S	T	E	R	I	N	E	N	D	J	H
L	E	A	D	D	A	Z	E	S	I	B	N	A	U	E
U	T	H	E	G	U	B	E	F	R	O	A	D	D	O
E	B	E	J	R	M	F	A	I	R	N	R	E	G	E
R	C	O	D	O	O	C	R	A	Z	U	R	O	E	X
I	D	E	N	O	M	S	G	I	W	E	O	P	S	N
B	S	X	M	M	I	S	T	R	E	L	W	A	M	R
B	E	N	E	E	T	T	E	N	N	E	S	S	E	E
O	G	R	W	D	O	S	N	O	R	T	E	D	C	K
N	D	R	I	N	G	E	N	U	M	H	R	U	M	B
C	U	K	C	O	P	E	S	F	M	A	N	E	J	E
M	J	T	R	A	I	N	I	N	G	H	A	S	A	G

PECOS BILL

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Pecos Bill,* Speeding Away, T.M., pgs. 47-54.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

lipecse
lesat
pscha
raif dna qusare
xis - nsgu
tangsum
cleun
taib
gnik
dearch

1.____________ 2.____________ 7.____________

2.____________ 5.____________ 8.____________

3.____________ 6.____________ 9.____________

10.____________

A	N	D	E	C	L	I	P	S	E	G	G	P	F
R	E	A	L	I	N	G	O	A	Z	O	E	B	A
C	I	O	C	A	M	P	F	I	R	E	E	U	I
H	W	T	N	E	U	S	E	A	F	K	E	F	R
E	R	S	I	X	G	U	N	S	U	C	D	F	A
D	S	I	T	R	O	T	A	O	Z	H	A	A	N
G	H	R	T	A	L	E	S	I	N	A	C	L	D
K	I	L	M	A	E	P	W	S	I	P	Y	U	S
I	X	B	I	L	M	A	E	P	W	S	I	N	Q
N	O	A	Z	U	N	C	L	E	C	P	L	I	U
G	U	I	S	Q	U	A	S	A	B	I	E	N	A
Q	R	T	I	O	Z	M	A	T	B	N	E	A	R
S	A	N	X	M	U	S	T	A	N	G	A	L	E

TALL TALES ABOUT STRANGE CRITTERS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Tall Tales About Strange Critters*, Speeding Away, T.M., pgs. 69-73.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

tertirc
kedcroo
dagoh

drawkcab
kesna opho
ulem adm
teasuc tca

fusbigoord
ranstge
zyal

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. ____________________

B	A	N	G	O	O	F	U	S	B	I	R	D	A	D
A	R	L	O	F	F	E	R	T	R	A	T	K	E	V
C	A	C	A	C	T	U	S	C	A	T	L	O	S	C
K	I	N	D	L	E	G	N	A	R	T	A	S	T	H
W	P	M	U	C	H	O	D	A	G	P	Z	U	R	A
A	J	A	C	L	K	E	M	U	N	E	Y	B	A	M
R	I	D	E	H	O	O	P	S	N	A	K	E	N	P
D	U	M	T	E	R	C	A	R	U	M	M	C	G	I
S	Z	U	N	C	R	I	T	T	E	R	K	I	E	D
C	A	L	N	E	D	O	K	O	O	R	C	U	T	N
M	A	E	N	U	C	R	O	O	K	E	D	E	A	D

CHUKA'S HAWK

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Chuka's Hawk*, Speeding Away, T.M., pgs. 89-94.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

gleae
kwah
ardyvegra
ventuadre
sema
cklof
trsede
perhoprssag
hergrfandat
kaCuh
rowromto

1. ______________ 5. ______________ 8. ______________

2. ______________ 6. ______________ 9. ______________

3. ______________ 7. ______________ 10. ______________

4. ______________ 11. ______________

G	R	A	C	O	U	O	T	E	L	G	A	F	G
R	A	V	E	V	C	H	U	K	A	Y	M	G	R
A	M	A	B	E	F	L	O	C	K	E	E	R	A
N	O	Z	R	R	O	W	B	E	R	R	S	A	S
D	E	R	O	S	E	R	T	E	B	W	A	V	S
F	M	O	T	O	T	O	M	O	R	R	O	W	H
A	D	A	M	R	E	D	R	A	Y	E	V	A	O
T	K	O	E	A	D	E	S	E	R	T	E	R	P
H	U	C	R	N	T	U	R	E	L	O	O	D	P
E	C	A	D	V	E	N	T	U	R	E	T	L	E
R	O	W	K	M	O	R	R	O	W	T	H	E	R
O	G	R	A	V	E	Y	A	R	D	E	E	D	H
N	C	U	E	C	O	L	F	L	O	C	R	O	T
E	A	G	L	E	A	H	A	W	K	I	D	D	L

SAND PAINTING

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Sand Painting*, Speeding Away, T.M., pgs. 103-104.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

ferdifent
gintniap
klesprin
eulg
dnas
signde
laemornc
monreceies
iansInd
odfo oringcol

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

D	I	D	I	F	F	E	R	E	N	T	F	N	D
E	N	E	A	R	I	N	G	I	O	N	D	L	E
S	E	C	E	R	E	M	O	N	I	E	S	E	F
I	M	Z	K	L	D	X	D	H	G	R	T	U	O
G	Y	I	N	D	I	A	N	S	O	C	B	G	O
N	P	A	K	I	S	P	R	I	N	O	K	R	D
S	A	N	G	S	M	I	E	G	L	R	E	O	C
W	I	X	O	D	I	E	Z	L	I	N	K	U	O
M	N	M	G	N	X	I	T	U	N	M	A	N	L
E	T	P	S	A	N	D	U	E	Z	E	L	D	O
C	I	D	R	N	M	E	A	L	N	A	E	N	R
V	N	A	Z	S	D	N	U	O	R	L	G	F	I
T	G	P	S	P	R	I	N	K	L	E	L	C	N
D	F	G	D	R	U	N	D	S	Z	A	V	T	G

THE STORY OF WILLIAM PENN

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *The Story of William Penn*, Speeding Away, T.M., pgs. 115-122.

DIRECTIONS: Unscramble the words in the list below. Then find the words in the puzzle. Make a box around each word.

Word List

pectres	nialp	plemis
ewn ldwor	mawgiw	geuh
lersetts	blemanno	nijo
	andglEn	

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. ______________

R	E	S	P	E	C	T	C	E	T	J	O	I	N
N	L	I	A	P	I	A	D	N	A	W	R	U	O
P	L	A	I	N	S	I	M	O	P	F	L	E	A
Q	T	B	M	Z	B	E	R	B	E	R	S	A	R
S	F	H	U	G	E	R	A	L	J	E	N	I	O
I	S	E	R	T	E	C	W	E	C	E	A	R	Z
M	Z	W	I	G	W	A	M	M	T	D	Q	U	O
P	E	A	R	D	G	M	G	A	W	O	G	I	W
L	T	E	N	U	R	D	E	N	A	M	D	E	A
E	F	N	E	W	W	O	R	L	D	R	O	W	N
O	U	T	Q	U	H	E	N	G	L	A	N	D	A
P	O	N	E	G	L	A	N	D	N	A	L	E	N
Z	S	E	T	T	L	E	R	S	E	T	L	R	E

THE PEOPLE DOWNSTAIRS

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *The People Downstairs*, Speeding Away, T.M., pgs. 149-155.

DIRECTIONS: **Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.**

Word List

- cedan
- plepeo
- onemeso
- airsnwodst
- derfulwon
- ingland
- gab-naeb
- renchild
- mentparta
- utemin

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. ______________

D	A	N	C	E	O	P	E	O	P	L	E	D	E	M
L	E	C	P	C	E	P	I	H	U	R	S	H	A	D
W	G	I	W	A	P	A	R	T	M	E	N	T	W	O
O	E	R	C	U	Q	R	C	W	E	R	D	L	C	W
N	Z	C	A	L	A	N	D	I	N	G	N	C	R	N
D	M	L	G	A	B	N	A	E	B	H	C	H	U	S
E	I	E	A	P	R	A	T	M	E	H	N	I	A	T
R	N	I	T	S	N	W	W	O	D	U	I	L	C	A
F	U	S	O	M	E	O	N	E	W	R	L	D	L	I
U	T	E	M	I	N	A	M	E	N	R	O	R	E	R
L	E	R	B	E	A	N	B	A	G	A	T	E	T	S
S	L	L	U	F	R	F	W	O	N	H	D	N	G	W

I KNOW AN OLD LADY

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *I Know An Old Lady,* Speeding Away, T.M. pgs. 165-168.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

suegs
sehor
ylf
lowswaled
derspi
kedwal
gledwrig
ledtick
oatthr
edpeno

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. ______________

A	G	U	E	S	S	N	O	H	O	R	S	E	P	E	N	R
N	E	P	O	R	A	L	F	E	U	G	W	A	M	I	P	E
D	O	A	P	E	N	N	L	S	U	E	M	S	D	W	I	D
E	D	B	K	A	I	R	Y	D	X	U	E	M	P	R	W	E
L	O	S	E	S	W	A	L	L	O	W	E	D	E	I	A	S
G	R	U	L	D	E	P	T	U	Z	A	R	I	N	G	I	S
C	A	R	R	T	U	E	S	P	I	D	E	R	N	G	A	T
O	L	D	L	I	A	W	R	H	P	R	A	I	F	L	N	H
U	Z	Y	G	C	P	O	P	E	N	E	D	A	D	E	W	R
R	U	R	S	K	E	U	M	E	A	D	S	L	M	D	E	O
S	D	H	E	L	U	W	A	L	K	E	D	T	C	D	E	A
E	W	A	K	E	L	O	W	E	D	N	R	E	S	R	O	T
I	R	W	B	D	O	P	E	N	N	S	U	E	M	D	I	P

A GREAT LAND

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *A Great Land*, Speeding Away, T.M., pgs. 179-182.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

plepeo	moskiEs	eslagvil
hergetto	estfor	yakka
kaasAl	ianInd	tainsmoun
	tedUni taStes	

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. __________________

D	E	S	T	O	G	E	T	H	E	R	E	S	K	T	U
S	I	R	E	H	E	S	K	D	M	O	S	T	A	E	N
E	U	S	T	R	E	T	C	H	E	D	V	S	Y	A	I
S	I	N	D	I	A	N	D	S	N	T	G	E	A	E	T
K	E	M	A	V	Z	L	A	O	U	N	V	A	K	E	E
I	T	O	T	I	T	A	L	C	E	T	S	T	S	M	D
M	O	U	N	L	A	N	A	I	D	N	I	O	U	V	S
O	U	N	T	L	I	G	E	P	E	O	P	L	E	A	T
S	P	T	E	A	O	U	P	I	N	P	I	A	N	S	A
D	K	A	Y	G	K	A	L	E	V	I	L	L	A	E	T
S	T	I	R	E	E	G	T	A	L	A	S	K	A	C	E
H	E	N	T	S	D	E	G	E	T	H	E	R	E	S	S
K	I	S	M	I	O	R	D	F	O	R	E	S	T	E	S

THE WIND FROM THE SEA

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *The Wind From The Sea,* Speeding Away, T.M., pgs. 193-198.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

vecar
sehouresto
edaidbr
kinealss
ledwhir
essnhar
derthunde
persup
eamdr
ongsth

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

10. ______________

S	U	S	P	P	E	R	C	A	R	V	E	G	S	E	E
T	H	U	N	D	R	E	D	T	H	O	N	S	T	R	E
O	S	P	A	B	R	A	I	D	E	D	R	E	A	M	L
R	A	P	L	E	O	W	U	G	Z	G	Q	U	R	O	T
E	V	E	N	S	E	A	L	W	S	K	I	N	T	O	R
H	I	R	L	E	D	W	H	I	R	L	E	D	S	E	D
O	S	W	I	A	N	E	T	N	O	S	E	R	E	D	R
U	N	D	R	E	U	P	P	D	C	A	R	V	A	S	E
S	W	I	N	A	E	Q	U	T	O	E	T	R	L	H	A
E	T	H	A	R	N	E	S	S	I	N	G	H	S	E	M
M	R	A	J	E	T	R	U	H	A	P	Z	U	K	M	E
T	H	U	N	D	E	R	E	D	I	Q	U	W	I	E	D
L	I	E	R	H	B	V	P	W	L	U	N	O	N	D	A
E	T	H	O	N	G	S	P	R	I	N	K	L	E	L	L

A CANDLE IN THE NIGHT

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *A Candle In The Night*, Speeding Away, T.M., pgs. 215-218.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

endleg
ezefre
ghtni
chedwat
mortorow
medglea
dlecan
lishfoo

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________

N	D	L	E	O	L	E	G	E	N	D	O	G	L	E	A	R
I	R	O	A	E	Z	E	E	F	R	E	E	L	I	R	M	F
G	E	W	A	T	C	H	E	D	O	O	R	E	Y	A	F	A
H	E	D	B	U	N	A	C	I	R	F	W	A	N	E	O	N
T	Z	O	C	W	A	T	C	H	D	E	S	M	T	Q	O	S
L	E	G	A	N	I	D	H	T	F	R	E	E	Z	E	L	T
R	C	A	N	T	R	E	N	I	G	O	H	D	T	R	I	A
E	O	O	D	O	G	E	N	D	O	O	W	A	Y	R	S	N
C	A	N	L	E	A	D	W	A	F	R	I	C	A	N	H	I
F	R	E	E	F	U	S	S	L	P	W	E	Z	C	O	L	O
E	B	R	E	O	Q	F	R	E	E	A	X	S	T	A	M	P
W	T	O	M	O	R	R	O	W	A	Y	N	R	W	S	T	J

PIONEERS IN SPACE

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Pioneers In Space*, Speeding Away, T.M., pgs. 237-239.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

sucaple
itorb
ketroc
klesfrec
panimchzee
neerspio
sagemes
ampchs
pedstrap

1. ______________ 4. ______________ 7. ______________

2. ______________ 5. ______________ 8. ______________

3. ______________ 6. ______________ 9. ______________

S	P	M	A	H	C	P	O	L	E	O	R	F	I	T
R	A	S	U	B	J	E	C	T	A	R	U	R	C	D
P	E	R	N	U	M	B	E	R	I	B	I	E	T	S
I	T	C	A	P	S	U	L	E	U	I	L	C	E	T
O	K	A	C	A	P	S	L	L	E	T	I	K	T	R
N	C	Y	N	L	E	M	O	N	S	B	E	L	R	A
E	E	R	C	H	I	M	P	A	N	Z	E	E	R	P
E	S	S	A	G	E	C	P	T	C	A	P	S	U	P
R	O	C	E	T	S	U	L	E	F	R	O	C	K	E
S	U	H	B	J	E	C	T	R	A	O	P	P	E	D
C	H	A	M	S	P	R	O	C	K	C	T	A	Z	C
S	U	M	E	S	S	A	G	E	O	K	E	V	E	S
D	R	P	A	V	E	P	A	V	J	E	C	E	T	R
I	B	S	E	L	M	P	N	Z	E	T	R	D	E	E

THE SHIP FROM ZURN

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *The Ship From Zurn,* Speeding Away, T.M., pgs. 249-254.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

sionmis
hipsacesp
antch
netpla
vascan
cheswits
visbleini
verel
ero
thrae

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

G	M	I	S	S	O	I	N	R	E	Z	E	R	O	E	R
A	I	E	B	R	O	R	E	L	B	I	S	I	V	N	T
H	S	I	R	H	I	P	I	P	L	A	N	E	T	C	H
I	S	K	E	P	S	L	E	E	V	R	U	W	I	T	I
L	I	F	A	T	S	P	A	C	E	S	H	I	P	V	N
E	O	A	K	R	I	L	I	A	T	P	C	A	L	A	V
V	N	S	F	A	O	A	R	T	E	A	R	T	H	T	I
E	A	T	A	Z	N	T	C	H	E	C	I	V	A	B	S
R	M	U	S	E	V	M	U	C	A	N	V	A	S	B	I
F	A	S	T	R	H	U	B	E	L	A	H	S	N	E	B
C	A	N	V	D	E	S	W	I	T	C	H	E	S	P	L
Z	C	H	A	N	T	E	R	O	B	W	R	A	T	C	E

WHO'S IN CHARGE OF LINCOLN?

SKILL: PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after *Who's In Charge Of Lincoln?*, Speeding Away, T.M., pgs. 260-270.

DIRECTIONS: Unscramble the words in the list below. Then find these words in the puzzle. Make a box around each word.

Word List

sidentpre
lephonete
dedtenpre
gryhun
medjam
ingwahsotn
diersol
moorthab
otol
uhla

1. ______ 4. ______ 7. ______

2. ______ 5. ______ 8. ______

3. ______ 6. ______ 9. ______

10. ______

R	A	Y	A	R	D	S	E	T	T	W	A	S	H	I	N	G
E	T	E	N	D	E	N	T	S	T	A	T	I	D	N	T	B
S	J	A	M	M	E	D	U	N	D	S	O	L	D	I	E	A
I	A	Y	A	R	N	E	D	L	B	H	U	N	G	R	Y	T
P	M	E	L	D	H	U	S	O	A	I	N	C	P	E	N	H
R	E	S	I	T	A	T	E	O	T	N	G	O	H	S	I	R
E	D	A	N	E	U	E	T	T	H	G	R	L	O	I	W	O
S	G	R	C	L	L	L	T	E	R	T	Y	N	N	D	B	O
I	Y	Z	O	U	I	E	L	L	O	O	A	L	E	I	U	M
D	I	E	L	N	P	R	E	T	E	N	D	E	D	E	N	T
E	O	L	N	G	R	O	D	E	O	V	E	D	B	R	D	H
N	G	T	D	N	E	N	T	S	O	L	D	I	E	R	L	I
T	E	L	E	P	H	O	N	E	M	P	R	E	T	T	E	Y

NECKLACE

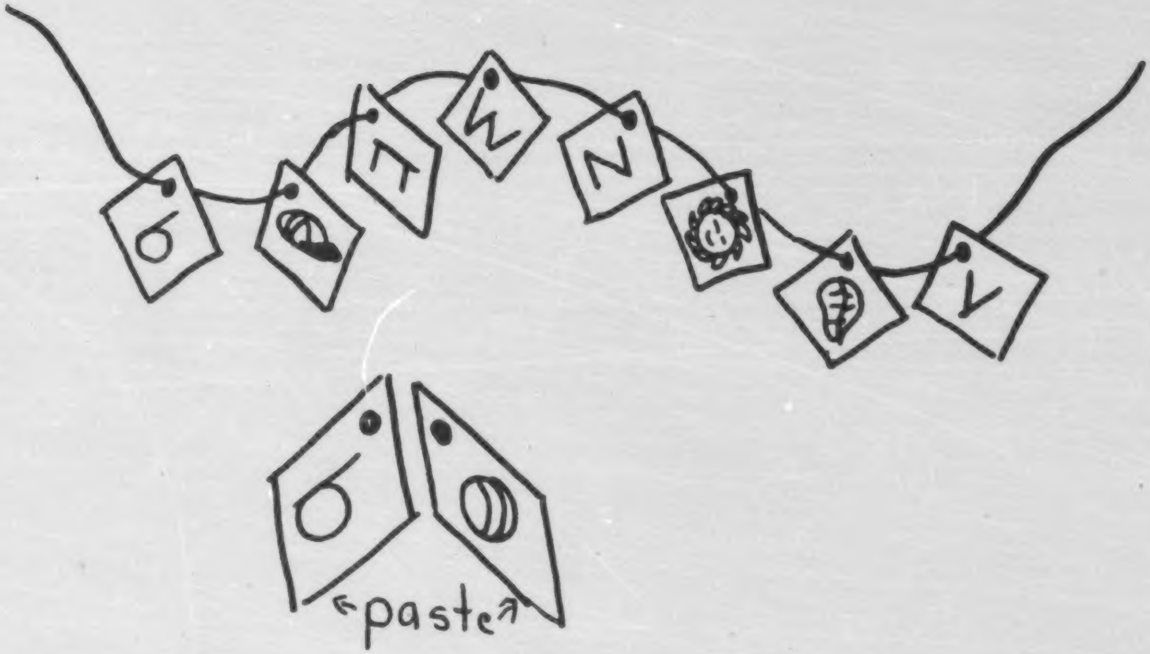
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: String, worksheet, scissors, paste

PROCEDURE: Give each child a string and two worksheets, one with letters and the other with pictures which begin with those letters. Have children cut out the squares containing the letters and the corresponding pictures and paste them back to back so that both letters and pictures show. Punch holes in one corner of each square and have children string squares to form a necklace. Help children tie knots in the string so that squares are spaced properly.

Variation: Kraft paper squares may be pre-punched so that children can paste pictures and letters on them.



ESCAPE TO THE LETTER JUNGLE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Alphabet cards

PROCEDURE: Put alphabet cards in a box. Explain that the letter jungle is imaginary and for this game we are going to pretend to help the letters escape to the letter jungle. Letters can escape only if the pupils provide help by saying two words which begin with the sound of the letter which has been pulled from the box (by the teacher or by a pupil). If the words given by the pupil are correct, that letter is free to go to the letter jungle.

Follow-up: Have children fold a sheet of paper into four boxes and put one letter in each box. In the box with each picture draw two pictures which begin with that letter.

SOUND WALK

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Paper, pencils, crayon

PROCEDURE: Divide the class into teams and assign each team a letter sound. Take a walk around the block and have the teams look for and record in some way (drawing pictures or writing words with teacher's help) the things they see that begin with their letter sounds.

Variation: This activity can be used with shapes and colors instead of letter sounds.

Follow-up: Have children paste their individual pictures on one big sheet for each team.

BEGINNING SOUNDS

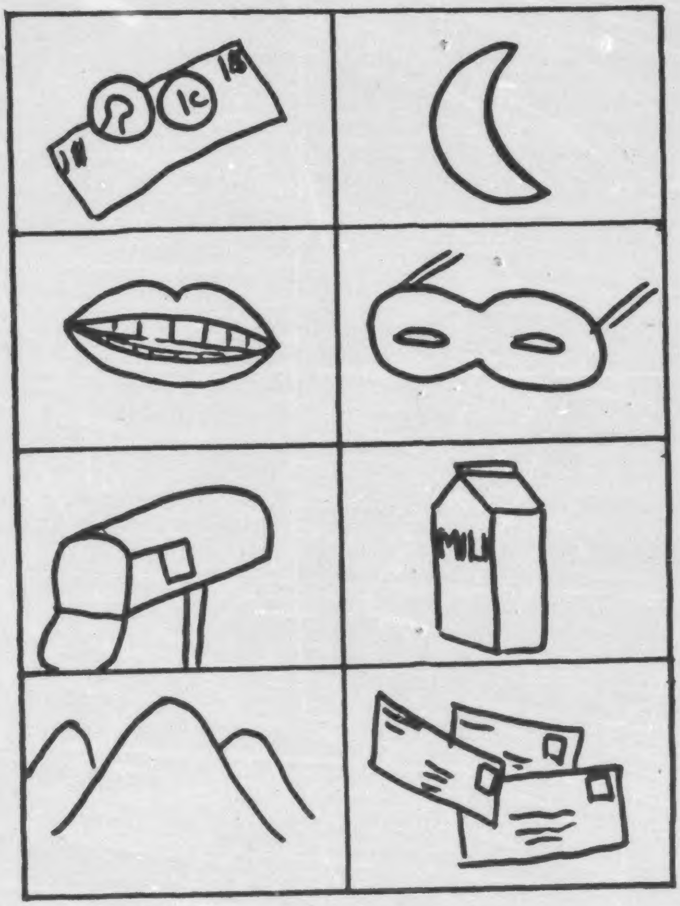
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Picture cards, 9" x 12" manila paper

PROCEDURE: Place on the chalkboard ledge or on the magneboard four picture cards that begin with the same sound. Say the words with the pupils. Then ask, "Does anyone's name begin with this sound?" As the pupils say the names, write them on the chalkboard. Ask pupils to give other words which begin with this sound. Write several words given by the pupils and read the list with them.

Follow-up: Give pupils a sheet of 9" x 12" manila paper and have them fold it into eight boxes. Instruct them to draw in each box a picture of something that begins with that sound.



BEGINNING SOUNDS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Have pupils name items in different categories that begin with the same sound.

Example:
For the sound you hear at the beginning of November:

Name a tool,	(nail)
a food,	(nut)
something people buy and read,	(newspaper)
something to catch a butterfly in,	(net)
a girl's name,	(Nancy)
a coin,	(nickel)
a boy's name,	(Nicholas)
a short sleep,	(nap)
people who live in houses near you,	(neighbors)
a number	(nine)

Adapt activity to include other categories to fit different sounds.

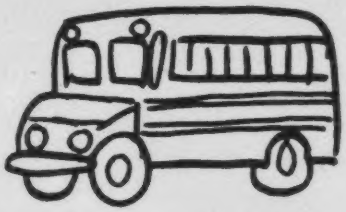
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

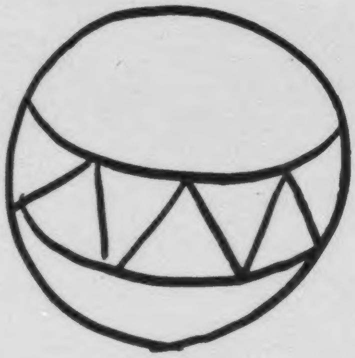
LEVEL: Primary I

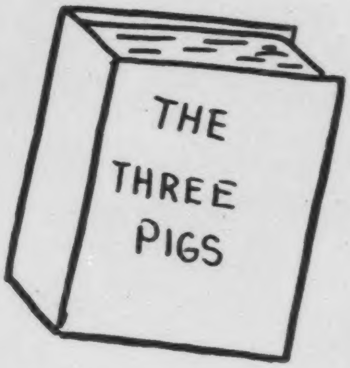
MATERIALS: Worksheet and crayons

PROCEDURE: Give each pupil a worksheet and read the directions with them.

DIRECTIONS: Color these three pictures. Draw one more picture of something begins with the same sound.







SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Sing to the tune of "Farmer In the Dell".

I like bouncing balls
I like bumble bells
I like big balloons
A blowing in the breeze.

Variation: Substitute words to fit sounds of other letters that need practice.

A TRIP TO SOUNDLAND

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Tell the children that they are going to take an imaginary trip and in order to go, each person must name something that begins with the same sound. For example, "We are going on a boat trip and I am taking a banana". Each pupil names a different object that begins with that sound. When all pupils have had a turn, change the description of the trip and use a new sound for the next round.

Example: "----a rocket trip----"

"----a train trip ----"

"----a canoe trip----"

"----a submarine trip---"

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

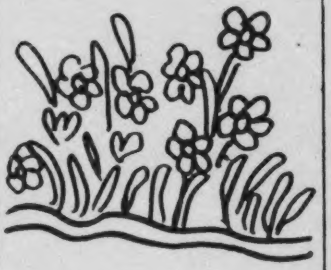
MATERIALS: Two worksheets, scissors, paste

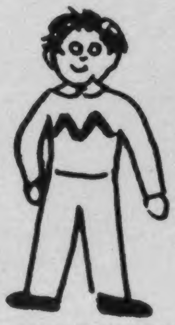
PROCEDURE: Use this activity after Studybook, Level 2, page 17. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

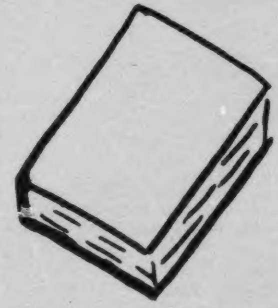
DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures on the other worksheet. Paste each word in the box with its picture.

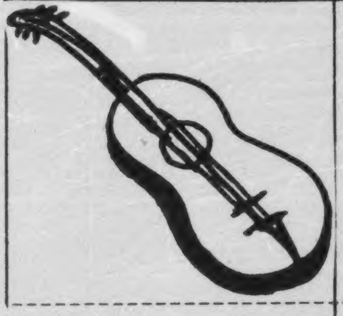
girl	fox	boy
garden	boat	goat
guitar	basket	book

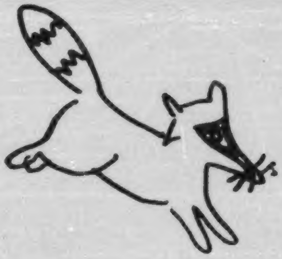
DIRECTIONS: Paste each word in the box with its picture.

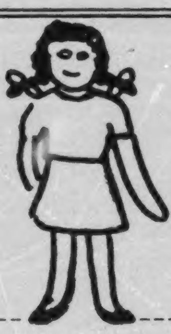


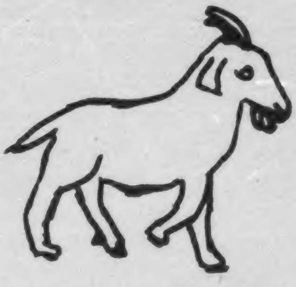


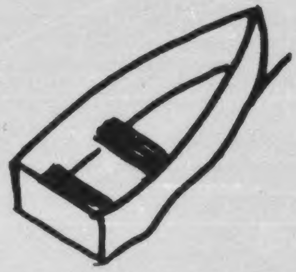


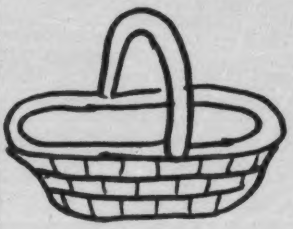












SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

MATERIALS: Two worksheets, scissors, paste

PROCEDURE: Use this activity after Studybook, Level 2, page 21. Give pupils this worksheet with eight words in boxes and a blank 9" x 12" sheet of paper. Instruct pupils to fold blank sheet of paper into eight boxes and draw one picture in each box to match one of the words below. Read the directions aloud with the pupils.

DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures you drew on your other sheet of paper.

farmer	horse
fan	feather
rabbit	hill
rocket	house

BEGINNING CONSONANTS

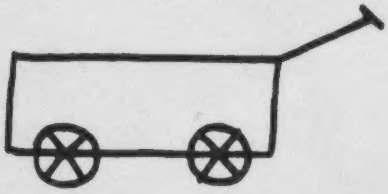
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

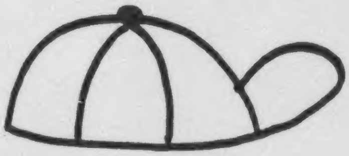
LEVEL: Primary I

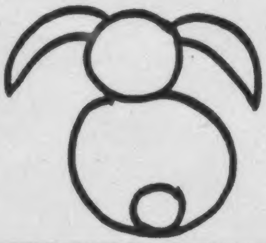
MATERIALS: Worksheet

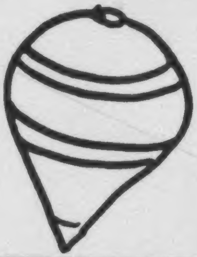
PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

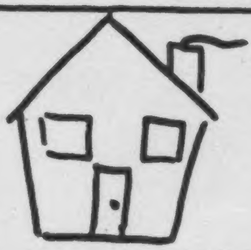
DIRECTIONS: In the space under each picture write the capital and small letter for its beginning sound. Color the pictures.

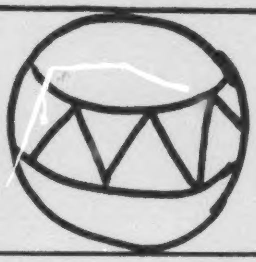












SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

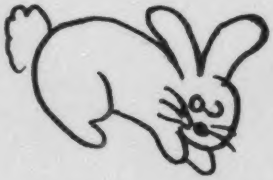
MATERIALS: Two worksheets, scissors, paste

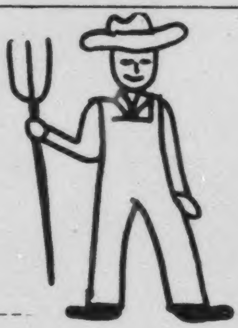
PROCEDURE: Use this activity after Studybook, Level 2, page 24. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

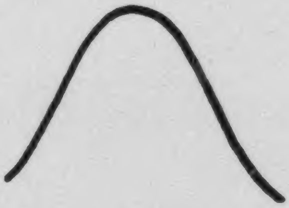
DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the picture on the other worksheet. Paste each word in the box with its picture.

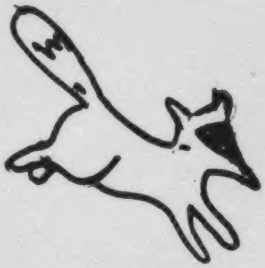
house	farmer	horse
hill	fan	rocket
fox	feather	rabbit

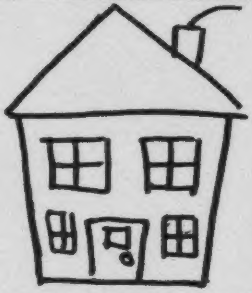
DIRECTIONS: Paste each word in the box with its picture.

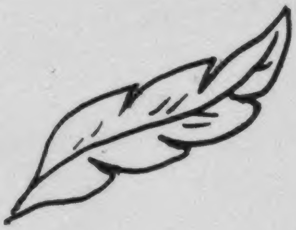


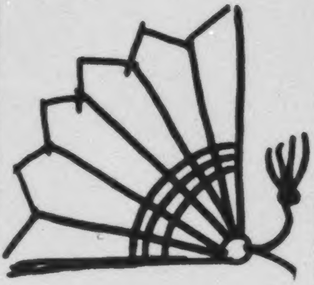


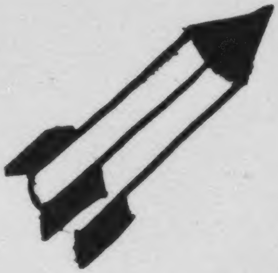


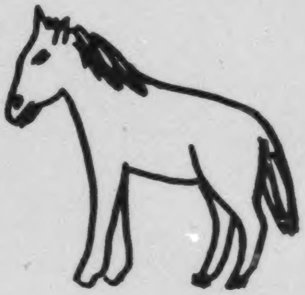












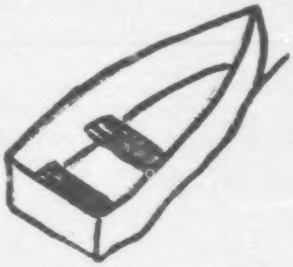
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

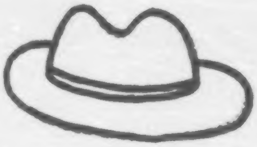
LEVEL: 2-S

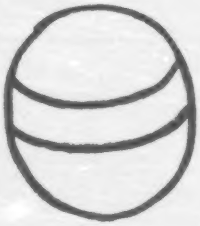
MATERIALS: Worksheet

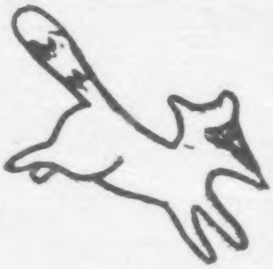
PROCEDURE: Use this activity after Studybook, Level 2, page 33. Give each pupil a worksheet with several pictures. Instruct pupils to write the words that match the pictures. Encourage children to use their knowledge of letter sound relationships to spell the words. Read the directions aloud with the children.

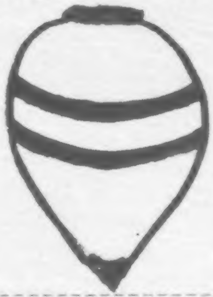
DIRECTIONS: Write the words which match these pictures.

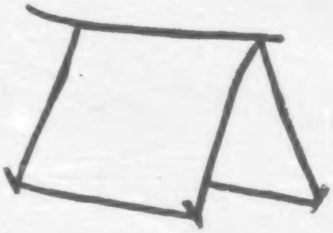












SPINNER

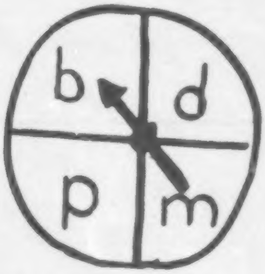
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

MATERIALS: Oak tag, paper fasteners, shirt board, felt marker, worksheets

PROCEDURE: Draw a large circle on the oak tag. Divide circle into four equal sections. Attach with paper fastener a spinner cut from shirt board. Write (or tape on) one letter in each section. Have children take turns spinning the spinner.

DIRECTIONS: Spin the spinner and name two words that begin with the sound of the letter on which the spinner stops.



Follow-up: Distribute sheets of manila paper, 9" x 12". Have pupils fold paper into four boxes and write a letter (from the tag board circle) in the upper left corner of each of the boxes. Instruct children to draw in each box a picture that begins with the sound of the letter in that box.

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

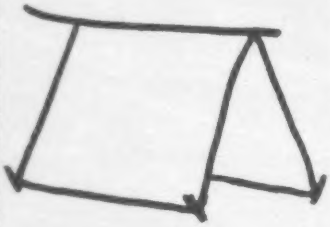
MATERIALS: Two worksheets, scissors, paste

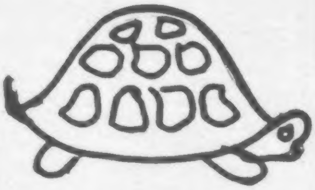
PROCEDURE: Use this activity after Studybook, Level 2, page 36. Give each child one worksheet with words in boxes and a second worksheet with a picture for each word (see back of this page). Read the directions aloud to the children.

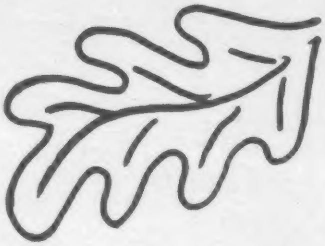
DIRECTIONS: Cut out the word boxes on this sheet. Match these words with the pictures on the other worksheet. Paste each word in the box with its picture.

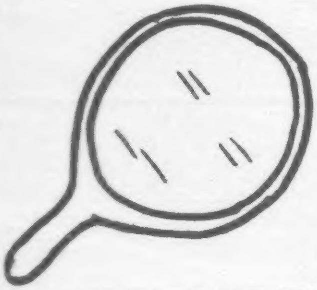
leaf	turtle	tent
ladder	top	mouse
man	letter	mirror

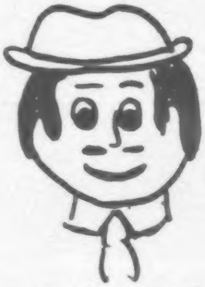
DIRECTIONS: Paste each word in the box with its picture.

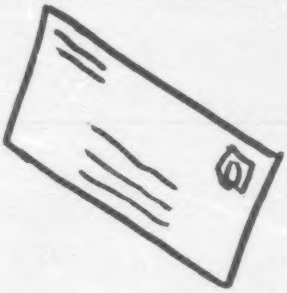


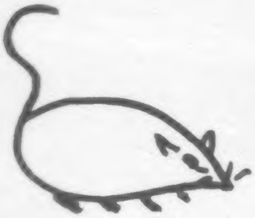


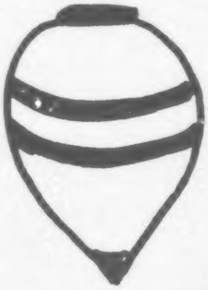


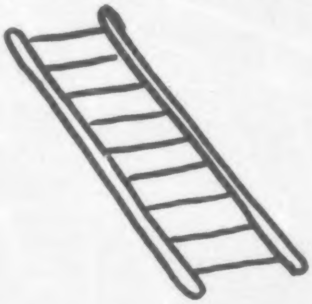












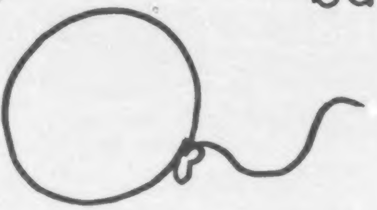
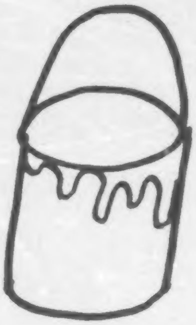
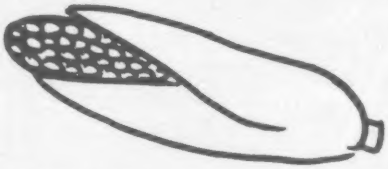
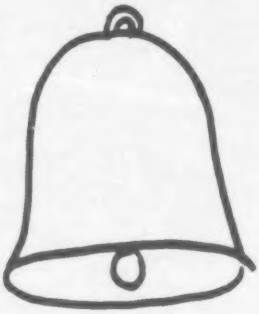
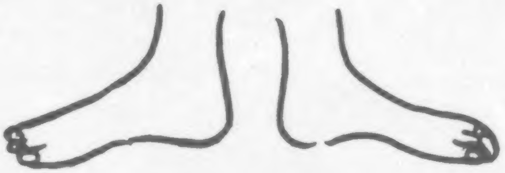
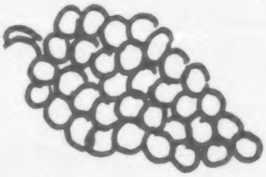
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions aloud with the children.

DIRECTIONS: In each box circle the word which names the picture.

ball baby  bat balloon	park paint  plan paw
corn cat  cop coat	belt bed  bell beet
fern feed  fence feet	grass grapes  grabs gate

RELAY READING

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues, Syntactic Cues

LEVEL: Primary I

MATERIALS: Chalkboard

PROCEDURE: Divide the group into two teams. Each team should have the same number of players. On the chalkboard write two lists of words and/or phrases and assign a list to each team. (The number of items on the list should equal the number of players).

Have the first player on each team read from that team's list (one at a time). If the player reads the item correctly, he goes to the board and erases what he has read, returns to his team and touches the hand of the next player, then goes to the end of the line.

If a player misses, he goes to the end of the line and the next teammate reads that item. The first team to erase all items in its list wins the game.

MAGIC HAT

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Hat, alphabet cards, wand

PROCEDURE: Place a hat on a table in front of the reading group. In the hat place cards with letters being reviewed. Select one pupil to wave the magic wand over the hat and pull out a letter. Pupil must then give three words that begin with that letter. If pupil can give three correct words, he/she may choose the next magician.

Variation: This activity can also be adapted for medial and final consonants and for compound words.

BEGINNING OR ENDING?

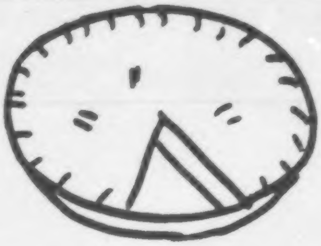
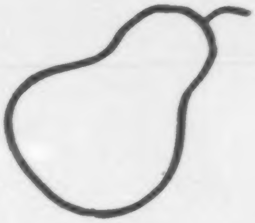
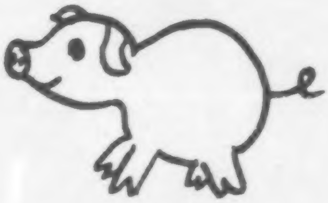
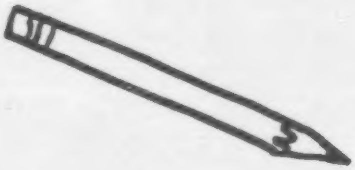
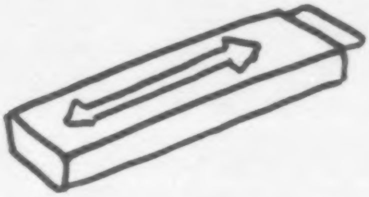
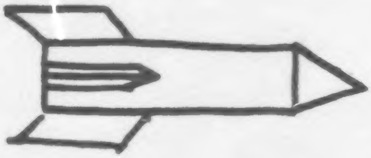
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Chalkboard or chart and worksheet

PROCEDURE: Practice this kind of activity on the chalkboard or chart before using this worksheet. Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Look at the picture and the letters in each box. Put a circle around the letter which shows whether you hear it at the beginning or at the end of the name of the picture.

 p__ __p	 r__ __r
 g__ __g	 p__ __p
 g__ __g	 r__ __r

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

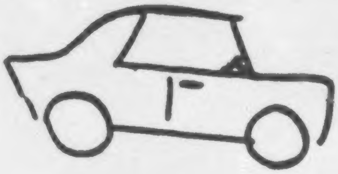
LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions aloud with the children.

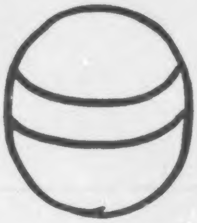
DIRECTIONS: In each box circle the word which names the picture.

cap cat



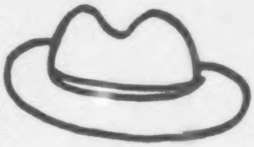
car can

ball hall



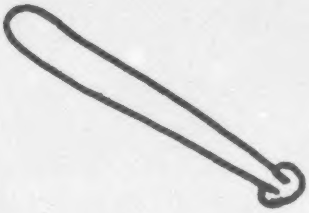
bat bar

hand hall



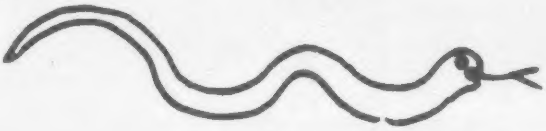
hard hat

bad bat



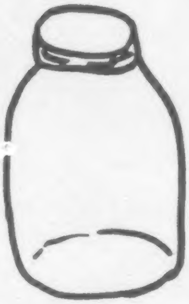
back bag

star salt



snake saw

jack jar



jaw jail

CLAP, CLAP

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: Primary I

MATERIALS: Magazines, kraft paper, paste, scissors

PROCEDURE: Review with the pupils the sound represented by the letter on which you are working. Then tell the children, "I'm going to say some words. When you hear a word that begins with the ________ sound, clap your hands."

Use picture words at the beginning. When the pupils become more proficient, begin calling verbs and adjectives.

Variation: Children do not have to clap. If your group is too immature to control the clapping, have pupils raise their hands or put their heads down.

Follow-up: Give each pupil a 9" x 12" sheet of kraft paper, a magazine, paste, and scissors. Instruct pupils to cut pictures from the magazine which begin with the sound of the letter on which you are working and paste the pictures on the sheet of kraft paper.

THE LETTER TRAIN

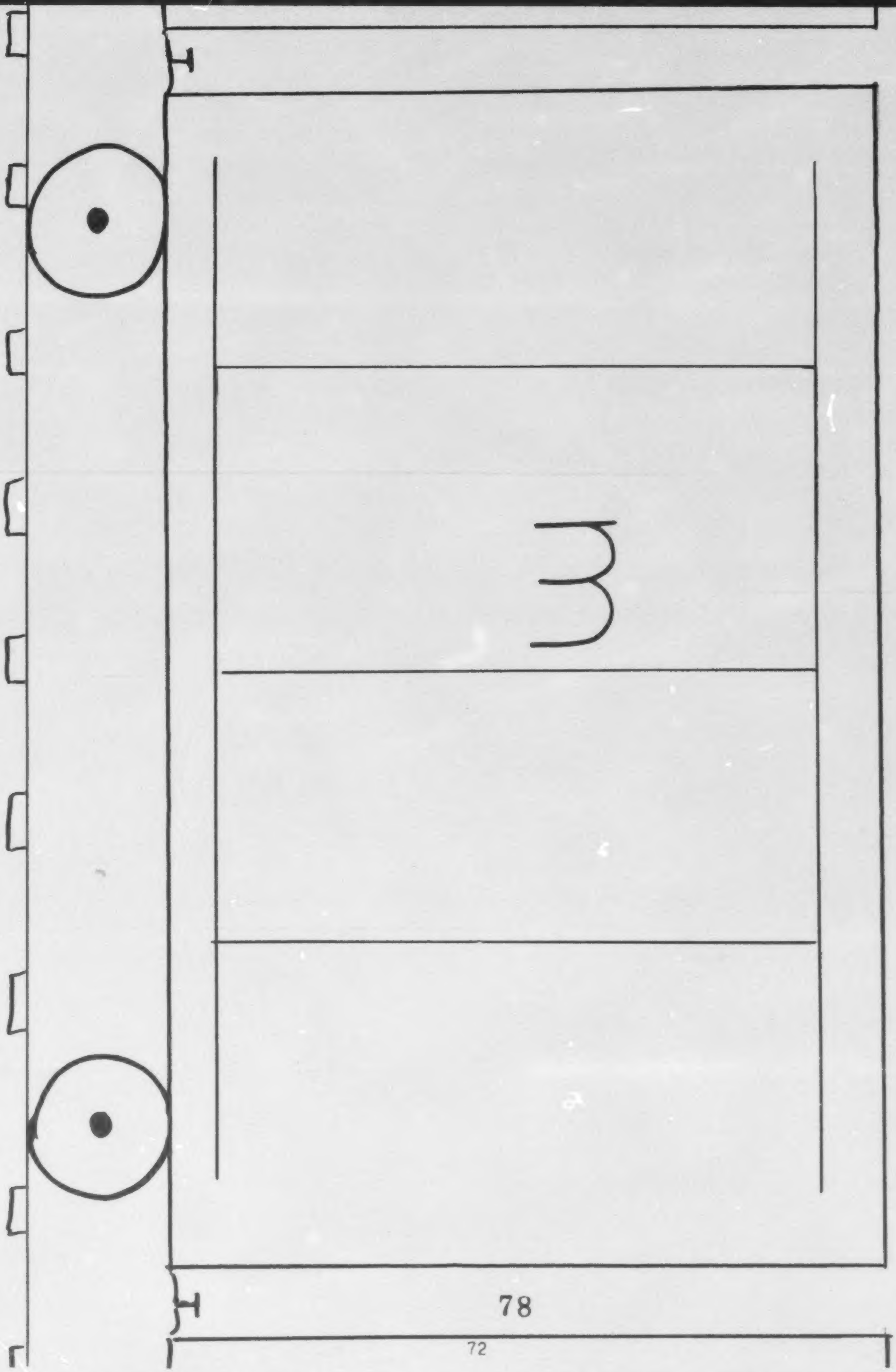
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Worksheet, magazines, scissors

PROCEDURE: Make a duplicating master of the illustration of the box car on the back of this sheet. Provide magazines from which pupils may cut pictures to paste on the worksheet. Show pupils the approximate size of picture needed for cutting and pasting on the sheet.

DIRECTIONS: Notice the letter on the box car. Find pictures in the magazine that begin with the sound of the letter on your box car. Cut out the pictures and paste them on the box car.



SOUND PUZZLE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

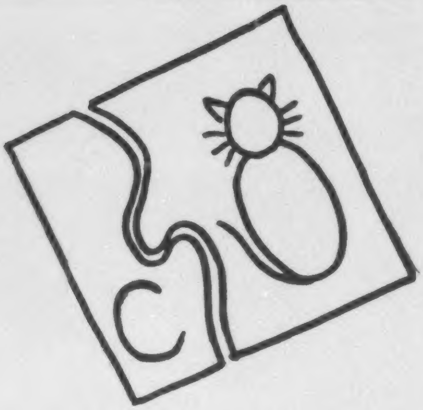
LEVEL: Primary I

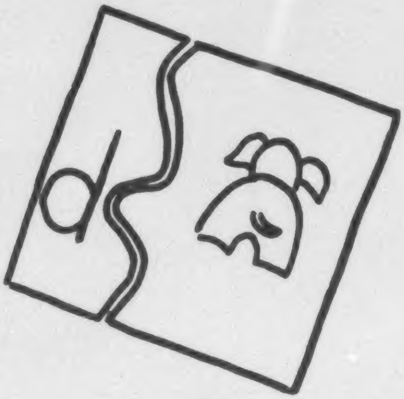
MATERIALS: Shirt boards or problem cards

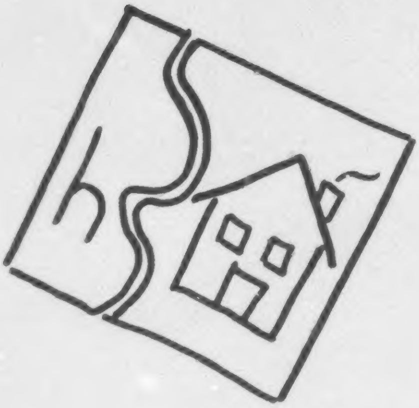
PROCEDURE: For this self-correcting game, make flash cards with a letter on one half and a picture for that beginning sound on the other half. Cut each card like a jig saw puzzle so that only the correct pairs will fit together. The pieces can be stored in a box or envelope.

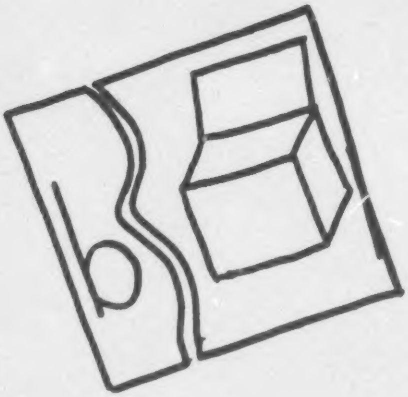
DIRECTIONS: Match each picture with the letter for its beginning sound.

Examples:









BEGINNING AND ENDING SOUNDS

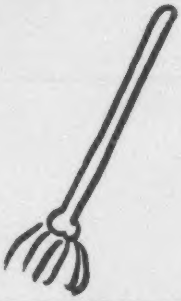
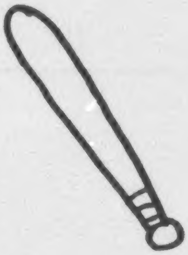
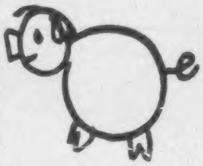
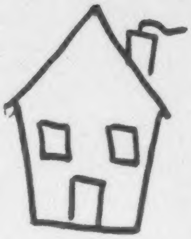
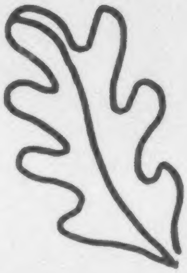
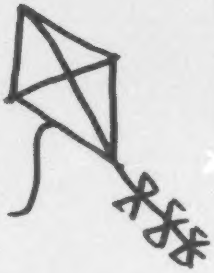
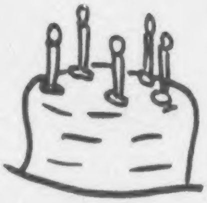
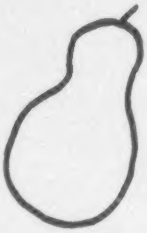
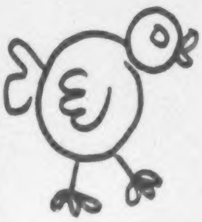
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 1-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Look at the picture and the letters in each box. Circle the pair of letters that shows both the beginning and ending sounds for that picture.

 r_p m_p m_t	 b_g f_t b_t	 p_g p_n d_g
 h_t m-s h-s	 f_l l_f l_t	 k_t k_k l_k
 c_t c_k q-k	 p-n b_r p_r	 d_b b_d b_r

BEGINNING SOUNDS

SKILL:	COMPREHENSION STRATEGIES, Phonetic Analysis
LEVEL:	Primary I
MATERIALS:	Worksheet
PROCEDURE:	Make a duplicating master similar to this sheet. In the first box of each row write in letters on which pupils need practice. Give copies of sheet to the children and read the directions aloud with them.
DIRECTIONS:	In each row draw pictures of two things that have the same beginning sound as the letter in the first box.

Example:

S		
V		

Variation: Pictures for each beginning sound can be cut from magazines and pasted in the boxes.

LET'S GO SHOPPING

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Organize an imaginary shopping trip. Tell the children that they can only buy things that begin with the sound of a certain letter (whatever you are working on). As the children name things that they are "buying", have the class decide if the article begins with the correct sound and can be put into the imaginary bag.

After the children have named several items which could be put into the bag, have them pretend that the shopping trip is over and they are back at school removing the items from the bag. Ask pupils to try to remember everything that was put into the bag and name each item as they pretend to remove it.

LETTERS ON FIRE

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: None

PROCEDURE: Have children to pretend that they are getting on an imaginary fire truck. Explain that the letters are on fire (any letters on which you are working). The only way the fire can be put out is for a "fireman" to use a hose full of three words that begin with the sound of that letter. Give each pupil an opportunity to put out a letter's fire. If a pupil has difficulty, have another pupil help him.

DO YOU SEE SOMETHING?

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 2-S

MATERIALS: Objects around the room

PROCEDURE: Use this game to help children review beginning or ending consonant sounds. Begin by asking the group, "Do you see something that begins with the sound of ________?" (Use letters on which you are working).

Tell all of the children to look around and raise their hands when they find something in the room which begins with that sound.

The first pupil who raises his hand says, "I see something that begins with the sound of ________."

The other pupils try to guess the name of the object. The pupil who guesses correctly gets the next turn to ask the question, "Do you see something that begins with the sound of ________?"

CLASS NEWS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard

PROCEDURE: Write a sentence on the chalkboard using vocabulary being introduced in children's reading program. The sentence should tell about something or someone in the classroom. Words in the sentence should contain sounds which you wish to reinforce.

Examples: a Dan has a tan hat.

ō Joe will go with Rose.

Instruct children to read the sentence silently and raise their hands when they are ready to read orally. Choose one child to read. Continue by writing additional sentences.

SIGHT WORDS TEAM GAME

SKILL: COMPREHENSION STRATEGIES, Phonetic Anlaysis
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard

PROCEDURE: Divide group into two teams. List vocabulary or sight words on chalkboard and use one of the list words in a sentence. Give one player from a team the opportunity to identify the word that has been used. If correct, the pupil gets to erase that word. Assign one point to that team and then give the other team a turn. Continue game by alternating with players from each team. The team with the most points wins.

SMILING FACES

SKILL: COMPREHENSION STRATEGIES, Phonetic Anlaysis
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Paper, crayons, chalkboard

PROCEDURE: The object of this game is to complete the drawing of a smiling face. Give each pupil a sheet of paper and crayons. Have each pupil draw a circle on his/her paper. Write sight words or vocabulary words on the chalkboard one at a time. Tell children to raise their hands as soon as they recognize each word. The first child who correctly identifies the word may put one facial feature on the face on his paper. The first child to complete the smiling face on his paper is the winner.

CHOOSE A COLUMN (Follow-up)

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S

MATERIALS: Scissors and paste

PROCEDURE: Make a duplicating master of this sheet. Read directions with the pupils.

DIRECTIONS: Cut out words at the bottom of this sheet. Paste each word in the column headed by a word which has the same *a* sound.

Car	Cake	Apple

Abe	bat	tale
as	cart	mark
am	ate	Carl

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Chalkboard or worksheet

PROCEDURE: Put these words on the chalkboard or make a duplicating master.

DIRECTIONS: Circle each word that has the same *a* sound that you hear in the word *apple*.

Zack
an
ate
all
war
rap
fan
lake
cap
yard

cat
cake
fall
ran
saw
ask
ball
black
page
sat

sag
nail
can
jar
at
star
gate
small
bat
tall

WORD TIC - TAC - TOE

SKILL: COMPREHENSION STRATEGIES, Phonetic Anlaysis
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S and up, 3-OH and up

MATERIALS: Chalkboard, word list

PROCEDURE: Divide class into two teams. Assign *X* symbol to one team, *O* to the other. Draw a Tic-Tac-Toe game diagram on the board. (#) Write a sight word or vocabulary word on the chalkboard for the first team. First player must read the word and use it in a sentence. If correct, he makes an *X* on the diagram on the board. A word for the second team is then written and if the player's response is correct, he makes an *O* on the diagram. If response is not correct, player does not fill in a space. Continue game by alternating with players from each team. First team to get three symbols in a row wins the game.

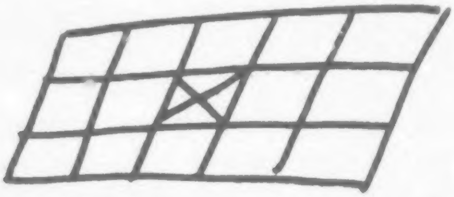
SIGHT WORD BINGO

SKILL: COMPREHENSION STRATEGIES, Phonetic Anlaysis
PERCEPTUAL SKILLS, Auditory Discrimination

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Shirt boards, markers, word list

PROCEDURE: Make game boards by dividing each shirt board into 15 spaces. Put words from list on boards in random order with an X in the middle space to indicate "free space".



Distribute one game board and paper markers to each pupil. Call a word from the word list and use it in a sentence. If the word appears on the child's board, he covers it with a chip or marker. First child to cover a horizontal or vertical row is the winner.

Variation: The game may be used with letters of the alphabet, or beginning and ending sounds.

STUDY AND LEARN

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S

MATERIALS: Study sheet

PROCEDURE: Use this sheet for reading practice. It can also be used as a decoding lesson. Have children circle words when you call them.

ate
cake
lake
spade
gate
page
skate
rake

at
sat
man
had
grass
pat
jam
cat

all
salt
wall
ball
tall
small
Walt
hall

art
park
yard
jar
car
scarf
Carl
farm

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above

MATERIALS: Worksheet or chalkboard

PROCEDURE: Write the following sentences on the chalkboard or make a duplicating master. Read the directions aloud with the pupils.

DIRECTIONS: Read the sentences below. Find the words that have the same *a* sound you hear in the word *apple*. Write the words at the bottom of the page. Write each word only one time.

The man has a cap.

Matt had one black cat.

The pan is in the bag.

Jack had a bat in his lap.

The ham is in the pan.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________

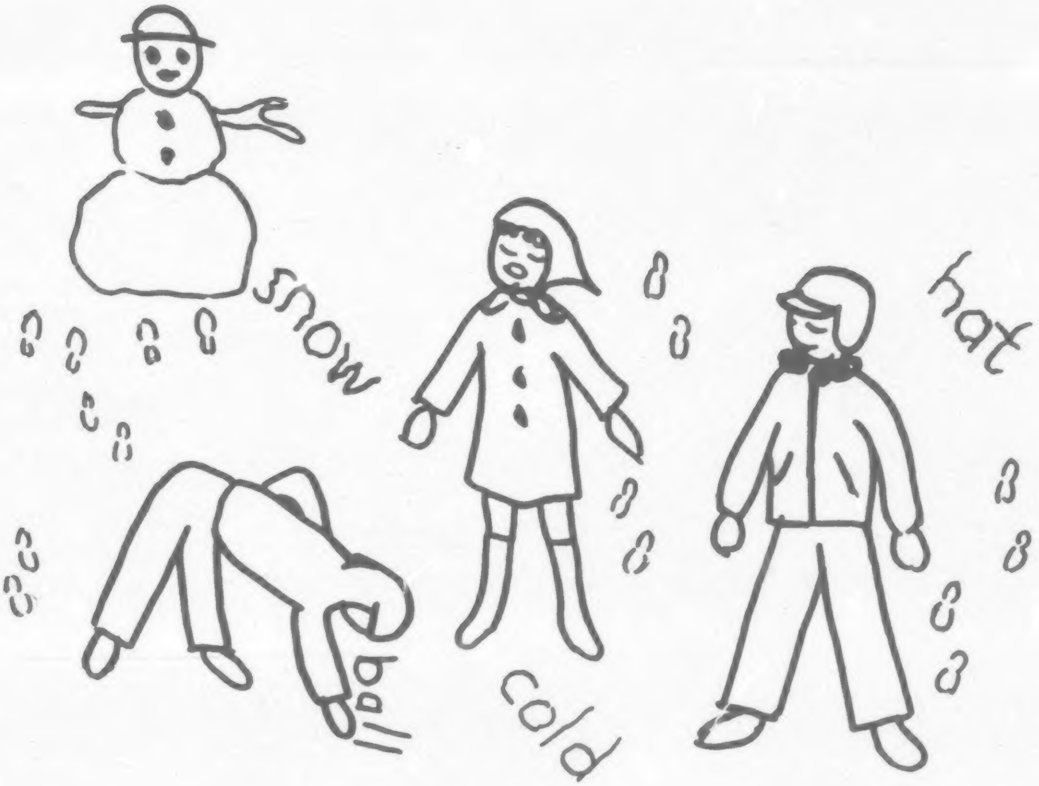
SNOW WRITING

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis
PERCEPTUAL SKILLS, Visual Discrimination, Motor Skills

LEVEL: All levels

MATERIALS: Snow (a winter day)

PROCEDURE: While playing in the snow, ask children to make words in the snow with hands, feet or a stick. Ask other children to try to read the words.



RHYMING WORDS

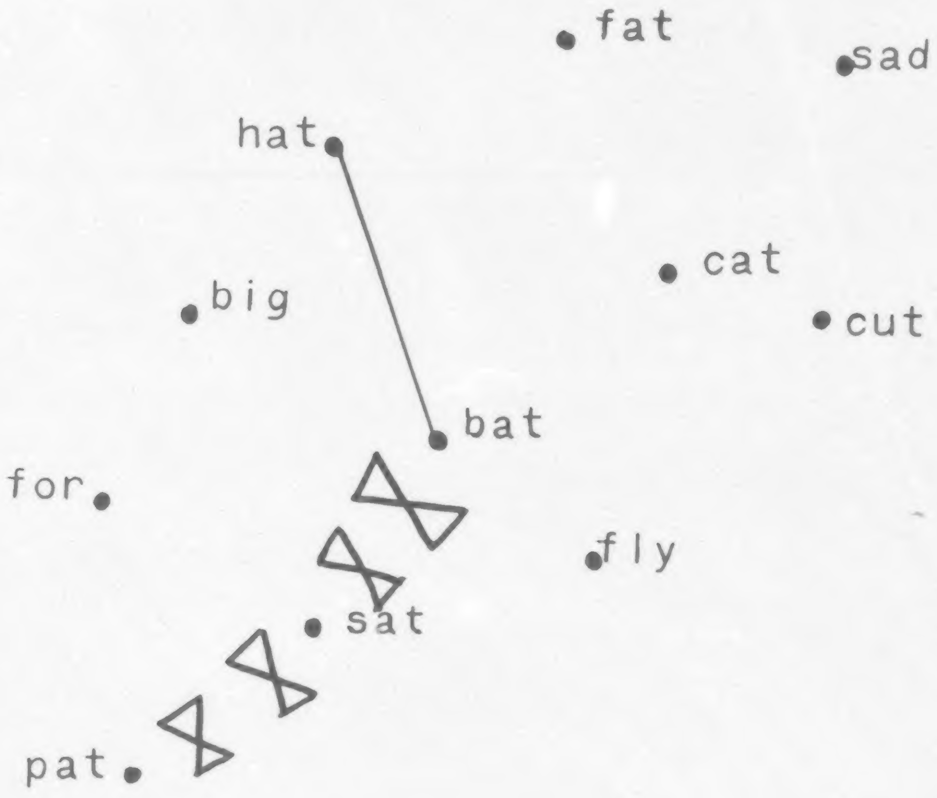
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 4-S and up, 3-OH and up

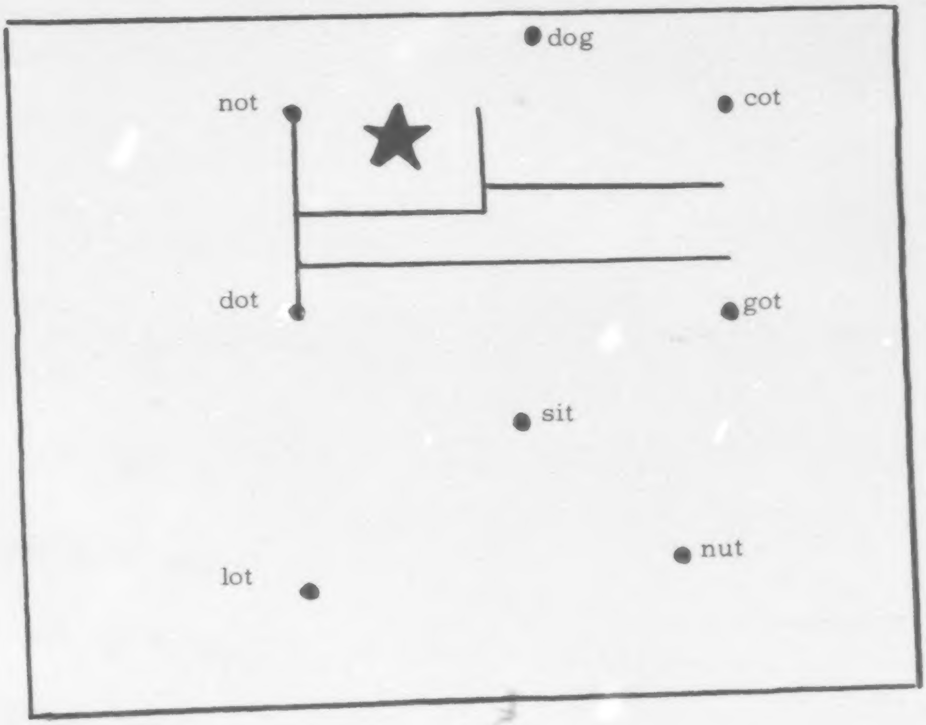
MATERIALS: Worksheet, pencils, crayons

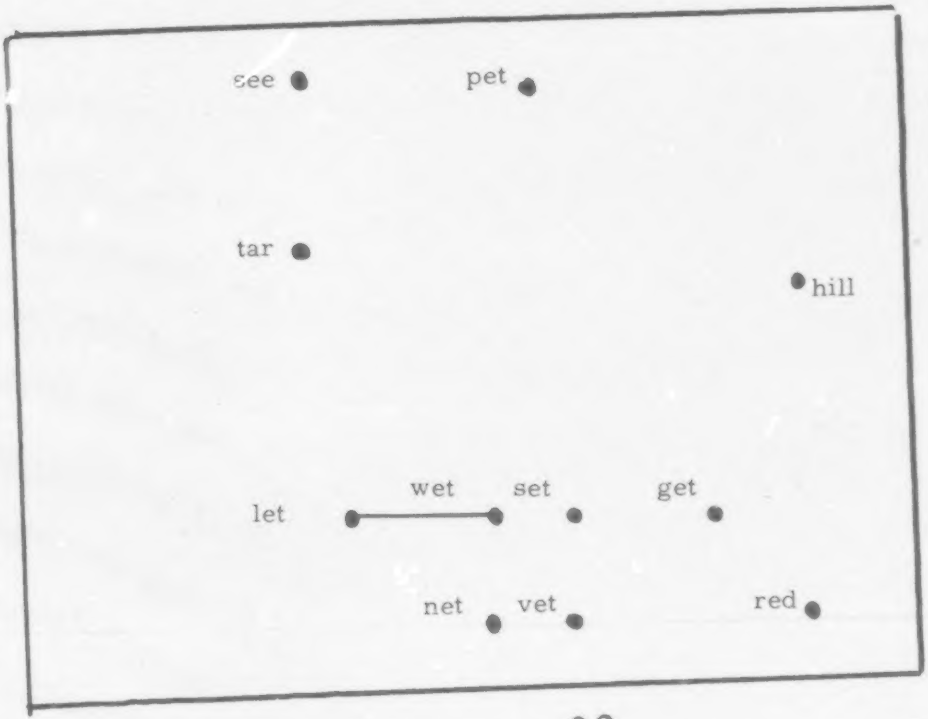
PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Read all of the words in each box and find the rhyming words. Draw lines to connect the dots next to the rhyming words. Color the pictures you make.



DIRECTIONS: Find the rhyming words. Draw lines to connect the dots next to the rhyming words. Color the pictures.


dog
not
cot
dot
got
sit
lot
nut


see
pet
tar
hill
let
wet
set
get
net
vet
red

BEAN BAG TOSS

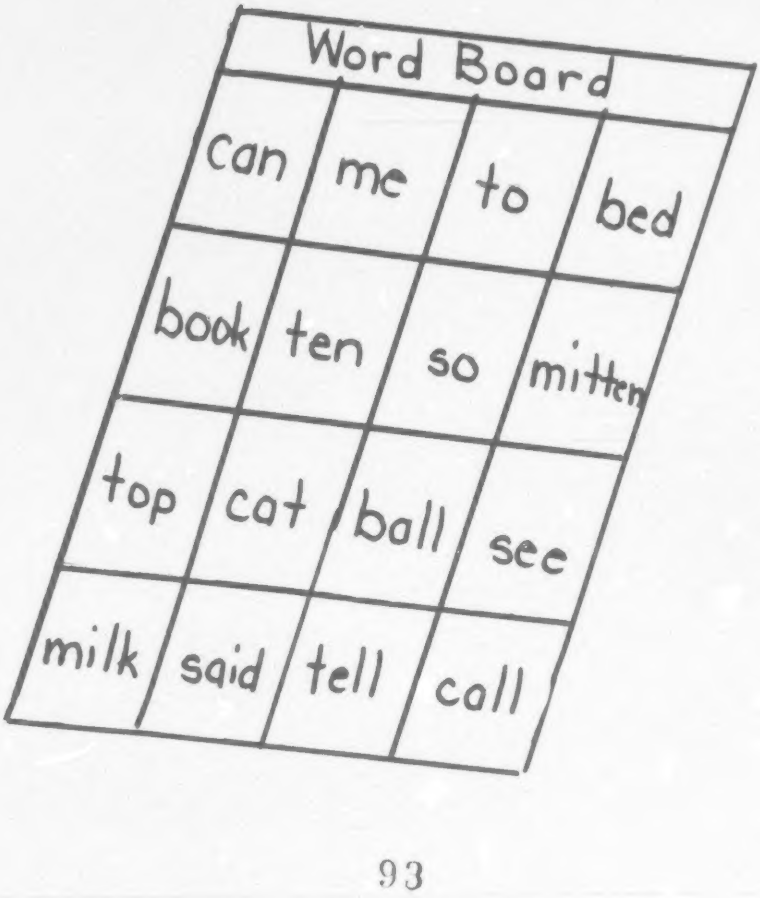
SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary I

MATERIALS: Large piece of oak tag, magic marker, two bean bags

PROCEDURE: Make a large word board out of oak tag and place it on the floor. Give a child two bean bags and instruct him/her to toss the bags on two words which began with the same sound.

Example: The teacher says, "Find two words that begin like *boy*. If the child selects the correct pair, he/she can select the next player.



Word Board

can	me	to	bed
book	ten	so	mitten
top	cat	ball	see
milk	said	tell	call

SIGNAL E WORDS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 5-S and up, 4-OH and up

MATERIAL: Worksheet

PROCEDURE: Make copies of this sheet and give one to each pupil. Read the directions with the pupils.

DIRECTIONS: In each pair of sentences read the first sentence and notice the underlined word. Copy the second sentence. Make a new word by adding *signal e* to the underlined word in the first sentence. Fill in the blank in the second sentence with this new word.

1. We saw an old can.

   We hit it with our walking ________.

2. The man has a horse.

   His horse has a beautiful ________.

3. I have twin kittens.

   They like to play with a ball of ________.

4. We cooked the food in a pan.

   He broke the window ________.

5. I got a new hat.

   I ________ my new hat.

6. We were not mad.

   We ________ a chocolate cake.

7. We slept on a floor mat.

   He could not find our play ________.

8. That rabbit likes to hop.

   I ________ that he doesn't hop in a hole.

FINAL DIGRAPHS

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Choose the digraph below that best completes each word. Write the digraph in the blank.

sh ch th

1. David will pit____for his team today.
2. Dad forgot to put out the mat_____he lit.
3. Cassandra wanted to feed the fi____.
4. Mother bought some clo____to make our Halloween costumes.
5. The candy di____stays full of candy at Christmas time.
6. We waited three days for the duck eggs to hat____.
7. Saturday morning Damon will wa_____ his mother's car.

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Change each underlined word to form a word that makes sense in the sentence. Write the new word on the line.

1. She hurt her shumb when she was using the hammer. ____________
2. We found the chells on the beach last summer. ____________
3. Juanita put three books on the chelf. ____________
4. The teacher wanted Timothy to move his shair. ____________
5. Lila likes to eat sheese. ____________
6. The puppy was christy for more water. ____________

MANY SOUNDS FOR Y

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: *Y* usually stands for a vowel sound at the end of a word. It may also be silent. It may sound like one of these:

short i - myth

long i - fly

long e - baby

silent - may

Read the words below and write *short i, long i, long e,* or *silent* on the line next to each word.

1. any ________________
2. happy ______________
3. try _________________
4. hurry ______________
5. play ________________
6. away ________________
7. why _________________
8. my __________________
9. country ______________
10. mysterious ___________

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Change the beginning consonant of each underlined word to form a word which makes sense in the sentence. Write the new word on the line.

1. Wallace likes to fead books. __________
2. Mrs. Franklin used yellow balk to write on the board. __________
3. The girls didn't want to hiss their bus. __________
4. Mother vaked the cookies for the school carnival. __________
5. Ronald had to mail a fetter for his mother. __________
6. Tracy used a pin to burst Linda's falloon. __________

SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Write the number of vowel letters in the circle. Write the number of vowel sounds in the triangle.

1.	shell	○	△	shellfish	○	△
2.	fish	○	△	fishnet	○	△
3.	week	○	△	weekday	○	△
4.	day	○	△	daytime	○	△
5.	sand	○	△	sandstorm	○	△
6.	stone	○	△	sandstone	○	△
7.	bath	○	△	bathtub	○	△
8.	sail	○	△	sailboat	○	△
9.	yard	○	△	barnyard	○	△
10.	bone	○	△	backbone	○	△
11.	star	○	△	starless	○	△
12.	ground	○	△	underground	○	△
13.	play	○	△	playground	○	△
14.	mate	○	△	playmate	○	△

THE SCHWA SOUND

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

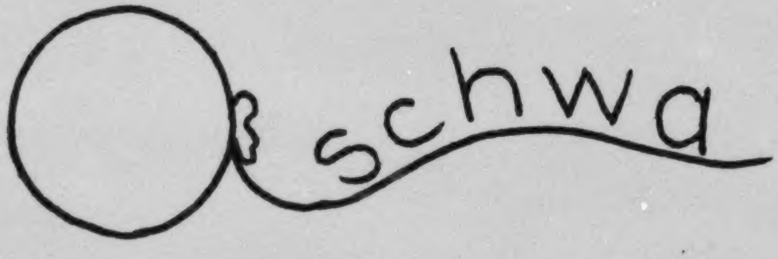
LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: The *a* sound you make when you say the word balloon is the schwa sound. The other vowels can make the schwa sound too. Draw a circle around each word below in which the underlined vowel makes the schwa sound.

1. machine
2. salad
3. seven
4. circus
5. show
6. bottom
7. fox
8. elephant
9. cake
10. ribbon
11. fish
12. cabin
13. telephone
14. train
15. apron
16. parade



SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Write the number of vowel letters in the circle:
Write the number of vowel sounds in the triangle:
Write the number of syllables in the box:

1. shellfish ______________ ○ △ □
2. fishnet ______________ ○ △ □
3. weekday ______________ ○ △ □
4. daytime ______________ ○ △ □
5. sandstorm ______________ ○ △ □
6. sandstone ______________ ○ △ □
7. bathtub ______________ ○ △ □
8. sailboat ______________ ○ △ □
9. barnyard ______________ ○ △ □
10. backbone ______________ ○ △ □
11. starless ______________ ○ △ □
12. policeman ______________ ○ △ □
13. children ______________ ○ △ □
14. collect ______________ ○ △ □
15. search ______________ ○ △ □

SYLLABICATION

SKILL: COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Write the number of vowel letters in the circle:
Write the number of vowel sounds in the triangle:
Write the number of syllables in the box:

1. playground ____________________ ○ △ □
2. playmate ____________________ ○ △ □
3. underground ____________________ ○ △ □
4. cupcake ____________________ ○ △ □
5. topcoat ____________________ ○ △ □
6. dustpan ____________________ ○ △ □
7. bedtime ____________________ ○ △ □
8. baseball ____________________ ○ △ □
9. football ____________________ ○ △ □
10. rainbow ____________________ ○ △ □
11. notebook ____________________ ○ △ □

SCRAMBLED WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

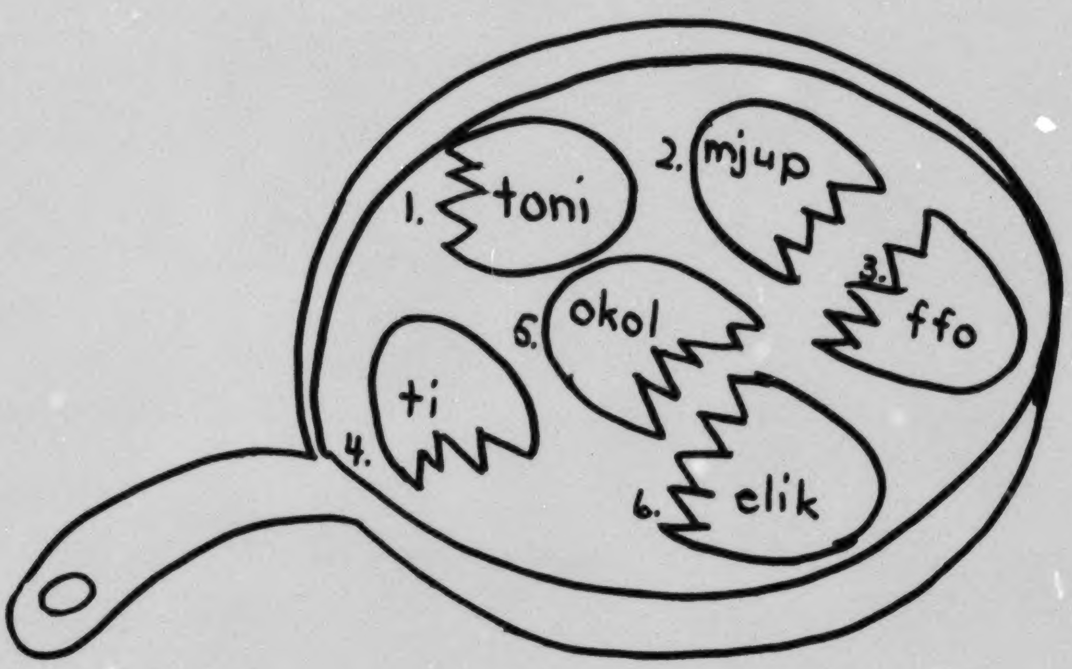
LEVEL: 4-S and up, 3-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the sentences below. Look in the frying pan for the scrambled word that matches the number of each sentence. Write the words correctly in the blanks in the sentences.

1. Bob put the hamster ______________ his cage.
2. We like to ____________ rope on the playground.
3. Please turn __________ the light when you leave the room.
4. Give _________ to the boy who is in front of the table.
5. I want to ___________ at this good book.
6. We _______________ to play in the sun.



SCRAMBLED WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

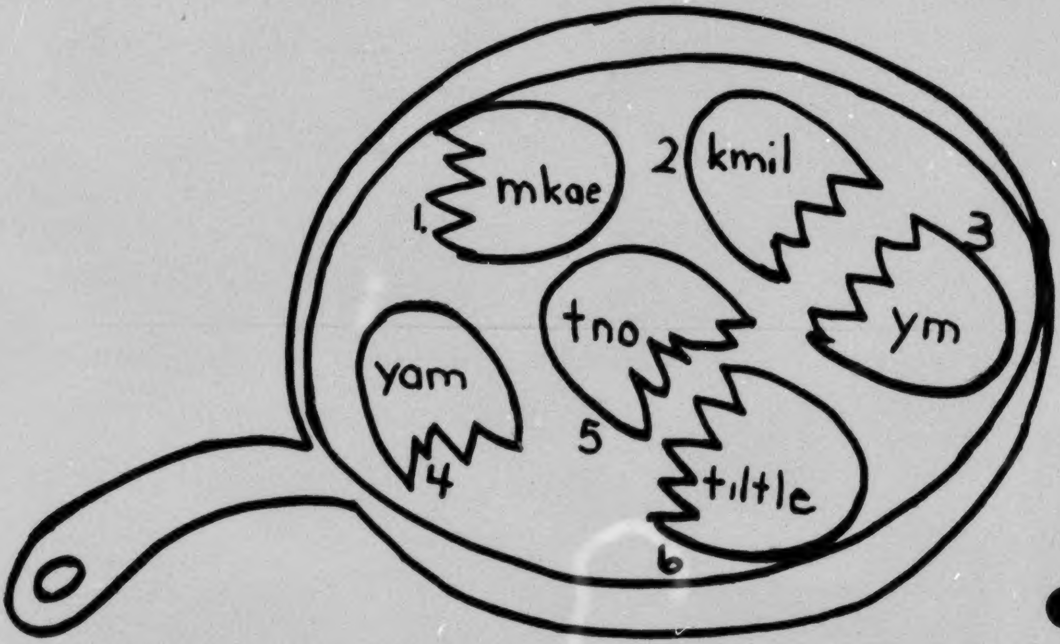
LEVEL: 4-S and up, 3-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the sentences below. Look in the frying pan for the scrambled word that matches the number of each sentence. Write the words correctly in the blanks in the sentences.

1. We will ____________ a cake for mother.
2. We will put ____________ and eggs in it.
3. We can put the cake on ____________ plate.
4. You ____________ eat some cake when mother comes.
5. The cake is ____________ done yet.
6. Our ____________ cake smells good.



SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test I*, More Power, T.M., page 41.

DIRECTIONS: Find and circle ten words in the puzzle. Use these words to complete the sentences below.

C	O	U	L	D	C	B	D	O	N	T	R
M	N	V	X	P	B	U	Y	C	P	R	E
Q	B	E	V	W	N	I	T	R	E	Y	V
P	O	I	E	U	Y	T	R	E	W	A	E
S	D	F	R	G	H	O	L	D	J	K	R
L	Z	X	Y	V	M	N	W	Q	R	T	Y
F	H	T	Z	S	D	F	G	H	J	K	L
E	L	E	P	H	A	N	T	L	P	M	H
A	W	E	R	E	B	G	J	Y	O	U	R

Word List

every
don't
be
your
were
could
very
buy
elephant
old

1. We go home for lunch ______ day.
2. We ______ like to eat lunch at school.
3. If you don't hurry, you will ______ late.
4. Be sure to take ______ umbrella.
5. We ______ trying to get out of the rain.
6. He ______ not have a pet elephant.
7. She was ______ sad.
8. Then she wanted to ______ a dog.
9. She said that an ______ was too big.
10. Her puppy was only two days ______.

JUNK DAY ON JUNIPER STREET

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Junk Day On Juniper Street*, More Power, T.M., pages 63-70.

DIRECTIONS: The words listed below are hidden in the box of letters. Find the words and circle them. Use the words to complete the sentences below.

C	W	A	G	O	N	Q	T
K	H	N	K	T	T	V	A
V	E	X	C	R	O	F	B
B	E	C	U	U	O	Z	L
R	L	N	R	C	L	P	E
T	O	Y	S	K	B	E	F
C	H	A	I	R	O	M	X
X	W	R	N	S	X	R	T

1. Davy's mother wanted to paint an old ________________ red.

2. Some of the children put old ____________ on the junk pile.

3. A man with a ______________ came to pick up the junk.

4. Davy found a _______________ to put on his wagon.

5. The man found one ______________ left in the junk pile.

6. Beth's father found an old ________________.

7. Davy wanted to fix his _______________ with a wheel.

Word List

table
chair
wagon
truck
toolbox
wheel
toys

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Lollipop Surprise,* More Power, T.M. pages 112-117.

DIRECTIONS: In the puzzle below find and circle ten words that you have read in the story. Use those words to finish the sentences.

W	B	I	R	T	H	D	A	Y	M	O
S	X	S	U	R	P	R	I	S	E	B
C	P	T	R	U	M	W	R	V	T	S
H	B	A	N	P	A	R	T	Y	O	I
O	E	T	Q	W	C	P	H	A	T	M
O	P	E	C	M	N	V	T	Y	S	S
L	V	L	O	L	L	I	P	O	P	M

Word List

- birthday
- ate
- Sims
- lollipop
- party
- surprise
- hat
- school

1. It was Linda's ____________.
2. Linda's father took her to ____________.
3. Her father wore a hard __________.
4. Linda's teacher's name was Mrs. ____________.
5. Linda had a __________ for each child.
6. Linda had planned a __________ for the boys and girls.
7. They were going to have a Lollipop ______________.
8. Linda's dad and his friends ___________ the lollipops.

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Test 2,* More Power, T.M., page 98.

DIRECTIONS: Find and circle ten words in the puzzle. Use the words to complete the sentences below.

Word List

- children
- they
- know
- school
- happy
- father
- soon
- too
- new
- of

C	H	P	D	R	N	A	T	I	C
O	U	L	P	T	N	K	H	B	H
C	R	C	D	Z	Y	W	E	O	I
A	L	V	H	A	P	P	Y	O	L
M	Z	D	R	I	P	K	Z	N	D
S	C	H	O	O	L	C	H	D	R
I	O	L	Z	F	P	D	V	M	E
V	Y	F	A	T	H	E	R	E	N
K	H	Z	V	L	M	D	K	E	K
N	C	K	Z	G	O	S	O	O	N
O	S	T	M	P	Z	L	T	O	O
W	Y	R	E	Z	K	A	N	E	W

1. Many __________ were late for school.
2. __________ had to walk to school in the snow.
3. We had a happy day at __________ today.
4. I came too __________ and had to wait outside.
5. I'm glad that I wore my __________ boots.
6. I didn't __________ one of the girls.
7. Some __________ the children made a snow man.
8. I was very __________ to be playing with them.
9. My __________ came to pick me up.
10. Their fathers came to get them __________.

JIMMY'S POCKET AUNT

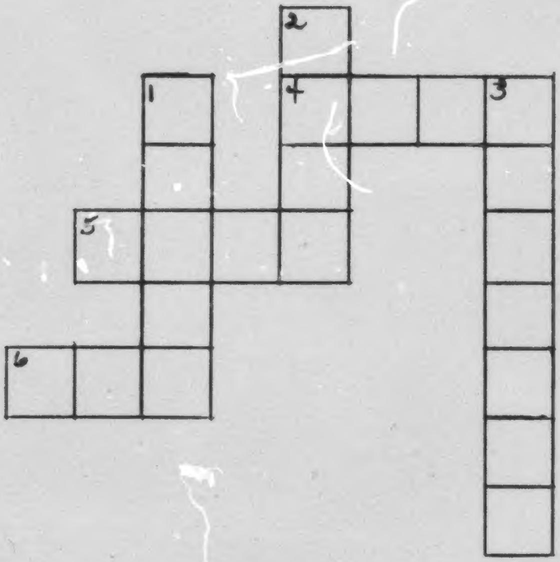
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Jimmy's Pocket Aunt,* More Power, T.M., pages 123-128.

DIRECTIONS Use the sentences below to help you work the puzzle.



DOWN

1. Jimmy's aunt's name was ________________.
2. Jimmy had to ______________ care of Aunt Alice.
3. Jimmy __________ the policemen for finding Alice.

ACROSS

4. Little Alice was Jimmy's ____________.
5. Jimmy was __________ years older than Aunt Alice.
6. The policeman's name was Mr. ______________.

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test 3,* More Power, T.M., page 138.

DIRECTIONS: Find and circle ten words in the puzzle. Use these words to complete the sentences below.

B	N	B	I	R	D	C	F	L	Y	X	F
A	G	N	M	A	Z	H	T	S	H	E	I
R	E	M	S	S	J	A	D	M	A	N	V
N	V	A	P	K	K	S	S	X	S	B	E
A	F	Y	D	W	R	U	P	T	A	E	C
S	N	K	H	A	N	D	L	Y	Y	G	N

Word List

- bird
- ask
- man
- barn
- hand
- may
- has
- fly
- five
- say

1. The ____________ flew up into the trees.
2. The other animals went into the ____________.
3. We saw ____________ birds on one tree limb.
4. One ____________ gave the animals some food.
5. The bird ate food from his ____________.
6. It ____________ some bread in it's mouth now.
7. I will ____________ the man for some of his bread.
8. I hope that he will ____________ yes.
9. He ____________ have enough for all of us.
10. The birds may ____________ away.

CANDY FOR DINNER

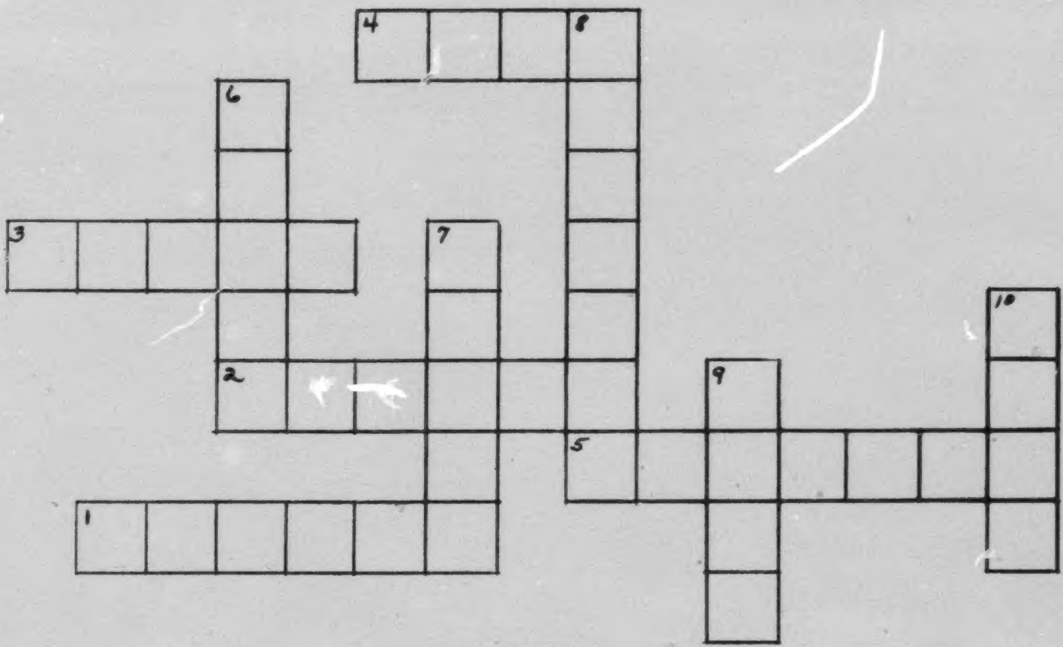
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Candy For Dinner*, More Power, T.M., pages 139-144.

DIRECTIONS: Use the sentences below to help you work the puzzle.



ACROSS

1. ___________ asked Tim if he could come for dinner.
2. Tim said, "Wer're having candy for ___________.
3. Mrs. ______________ said that Mickey could come for dinner.
4. "Hello Mickey," __________ Mr. Blake.
5. Mickey ___________ that the Blakes were having candy dessert.

DOWN

6. Mrs. Blake ___________ an apple pie.
7. ___________ was Tim's cousin.
8. They had apple pie for ______________.
9. Mickey said, "The __________ is on me!"
10. Mrs. Blake said, "Next time we'll have ___________ Candy and candy for dessert.

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Vocabulary Mastery Test 4*, More Power, T.M., page 166.

DIRECTIONS: Find and circle ten words in the puzzle. Use these words to complete the sentences below.

C	D	W	O	U	L	D	N	C	D	O	O	R
F	A	H	J	D	M	T	L	A	U	G	H	M
D	B	Z	X	A	G	A	I	N	W	R	E	Q
O	O	P	T	Y	E	R	G	C	S	O	M	E
E	U	L	P	Y	U	R	M	D	U	E	G	H
S	T	P	Y	U	I	G	I	V	E	T	Z	T
B	A	G	O	I	N	G	M	P	H	O	F	F

Word List

would
door
again
off
give
does
some
about
going
laugh

1. We are going to the zoo __________.
2. __________ you like to come with us?
3. Do you know what the show is __________?
4. Father is __________ to take me.
5. Be sure to lock the __________ when you leave.
6. I didn't __________ because it wasn't funny.
7. Take your coat and hat __________.
8. Give __________ of the cookies to her.
9. Did you __________ him some, too.
10. He __________ not want any.

SEVEN LITTLE PIFFLESNIFFS

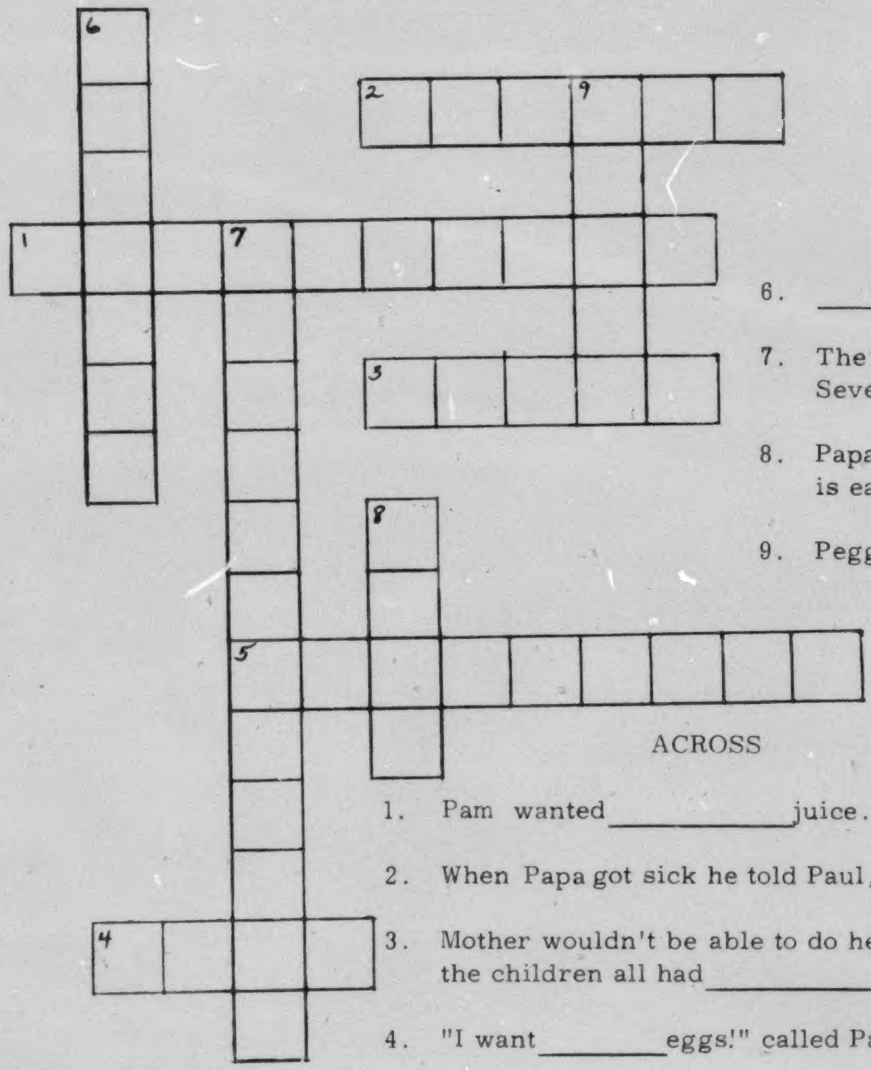
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Seven Little Pifflesniffs,* More Power, T.M., pages 190-197.

DIRECTIONS: Use ten words from the story to complete the puzzle. The sentences below will help you choose the correct words.



DOWN

6. _____ wanted apple juice.
7. The title of the story is "The Seven Little _____."
8. Papa said, "Your _____ is easy, Mama."
9. Peggy wanted _____ eggs.

ACROSS

1. Pam wanted _____ juice.
2. When Papa got sick he told Paul, "I want _____."
3. Mother wouldn't be able to do her housework because the children all had _____.
4. "I want _____ eggs!" called Pam.
5. Patsy wanted _____ eggs.

BILLY'S FIND

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Billy's Find,* More Power, T.M., pages 207-213.

DIRECTIONS: Circle ten words that were in the story. Use these words to complete the sentences below.

T	I	P	M	J	B	A	G	S	C	T	R	Y
E	M	P	Y	Z	D	E	T	R	E	M	X	O
N	Q	D	O	G	P	R	B	I	L	L	Y	U
X	F	U	N	Y	R	W	C	V	B	N	M	P
B	D	O	U	G	H	N	U	T	C	R	W	E
Q	Y	W	D	E	R	T	N	L	M	P	Z	I
B	Y	N	A	T	B	F	E	N	C	E	R	T
M	N	Y	Y	U	P	O	I	R	E	B	U	Y

Word List

buy
by
Billy
bags
Day
dog
you
doughnut
ten
fence

1. ____________ sold doughnuts for his mother.
2. Mother gave him __________ bags to sell.
3. Billy said, "Mrs. _________ won't take a bag."
4. Mrs. Day told Billy not to come _________ again.
5. Billy found a puppy by Mrs. Day's __________.
6. Billy told the puppy," _________ look hungry."
7. He gave the dog a __________.
8. Billy gave the _________ to Mrs. Day.
9. Mrs. Day said that she would ________ a bag of doughnuts.
10. Billy was happy because he sold all ten ___________.

EXCITEMENT ON APPLEBY STREET

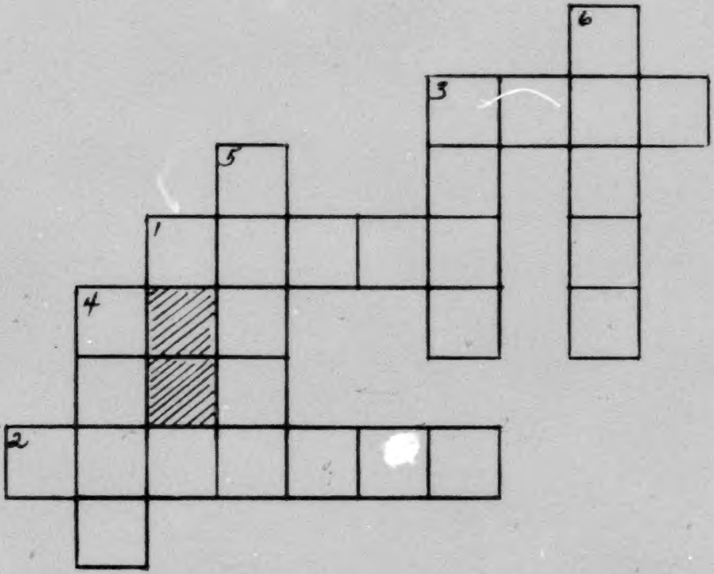
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Excitement On Appleby Street*, More Power, T.M., pages 240-247.

DIRECTIONS: Use the sentences below to help you work the puzzle.



ACROSS

1. Goldfish live in ____________.
2. Joey's tooth fell down into a ____________.
3. A ____________ truck brought men to the manhole.

DOWN

3. Joey was wishing for some ____________.
4. The men had to dig a hole in the ____________.
5. Joey's ____________ came out when he sneezed.
6. The men on the fire ____________ had picks and shovels.

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the story. Find words in the story that mean the same as the words listed below. Copy on the line the word that has the same meaning as the word listed.

Ted and his dad were out in the woods. Father said, "Ted, I just love the country." Father showed Ted some woodchucks eating and getting ready to hibernate. Father said, "These groundhogs will have a long winter sleep. They will come out of their hibernation on groundhog day.

1. dad ______________

2. country ______________

3. woodchuck ______________

4. long winter sleep ______________

FINDING THE BEST ANSWER

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write sentences on the chalkboard. Read the directions with the pupils.

DIRECTIONS: Read each sentence carefully. Choose the word that best completes the sentence and write it on the line. Put an X in the box next to the words which answer the question that follows each sentence.

1. Tom found a ______________ in the ice box.
wagon/soda/cat

Which words helped you to find the best answer?
☐ Tom found ☐ in the ☐ ice box

2. Kim went to the ______________ to buy some milk.
park/school/store

Which words helped you to find the best answer?
☐ buy some milk ☐ Kim went ☐ to the

3. Every day, Linda has to ______________ her pet.
feed/throw/mop

Which words helped you to find the best answer?
☐ Every day ☐ Linda has to ☐ her pet

4. One day the boys found an old __________ with a broken wheel.
dog/bike/book

Which words helped you to find the best answer?

☐ broken wheel ☐ One day ☐ the boys

5. Christmas comes in the month of ______________________.
May/December/October

Which words helped you to find the best answer?
☐ comes ☐ Christmas ☐ the month

FIND THE OPPOSITE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Chalkboard or chart paper

PROCEDURE: Write sentences on the chalkboard or chart paper. Have children copy the sentences and circle the word in each sentence that means the opposite of the underlined word.

Examples:

1. A dog ran under the fence while the cat climbed over it.
2. Our school is near the park but far from the river.
3. Did you come to school early or were you late?
4. I like sweet candy but I don't like sour lemons.
5. One story has a happy ending and the other has a sad ending.
6. The cat jumped down from the tree when the squirrel climbed it.

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Find and circle nine "c" words in the puzzle. Use these words to complete the sentences below.

A	X	C	C	O	C
C	O	U	L	D	O
A	M	T	E	N	M
R	E	C	A	M	E
R	C	A	N	R	P
Y	R	L	C	K	A
C	O	L	D	L	Y

1. We will __________ you on the telephone.
2. Some of my friends __________ over to play.
3. They __________ play checkers very well.
4. We will __________ the heavy bags for you.
5. When we finish playing we will __________ our room.
6. Mother gave us ice __________ soda to drink.
7. I hope that they will __________ over again.
8. She __________ not eat a sandwich before dinner.
9. He could not __________ a slice of meat.

Word List

cut
could
come
cold
clean
carry
can
came
call

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Find and circle nine "s" words in the puzzle. Use these words to complete the sentences below.

T	S	E	V	E	N	G
H	S	O	O	N	I	A
I	F	A	L	L	A	G
N	A	S	I	N	G	O
G	S	T	A	R	T	E
R	H	O	S	U	M	P
E	O	P	M	O	S	T
E	W	I	A	E	G	O
S	H	A	L	L	I	N
F	A	S	L	E	E	P

Word List

- soon
- seven
- shall
- show
- sing
- sleep
- small
- some
- start
- stop

1. We are going to see ______________.
2. We will go ______________.
3. It will start at ___________ o'clock.
4. We ___________ all have fun.
5. Father said that we could __________ somewhere after the show.
6. I hope that the show will ___________ on time.
7. I'd like to get _____________ hamburgers after the movie.
8. Father always gets a ______________ hamburger for me.
9. Mother wants to go and hear some people ________________.
10. When we get home it will be time to go to ____________.

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: In the puzzle find and circle the words listed at the right side of the page. Use these words to complete the sentences.

R	V	P	C	U	S	E
D	U	P	O	N	Y	C
N	V	O	L	D	X	W
A	N	T	W	E	R	E
V	X	V	E	R	Y	L
N	W	Y	N	L	E	L
W	A	N	T	R	A	M
A	S	P	C	K	D	O
L	H	L	Y	E	P	T
K	X	E	N	M	X	A

Word List

were
well
very
under
went
wash
walk
use
upon
want

1. We did not go over the bridge. We went ____________ it.
2. Once ____________ a time there was a boy who liked candy.
3. We couldn't ____________ the flashlight because it was broken.
4. We didn't need a coat because it wasn't ____________ cold outside.
5. We like to ____________ to school in the mornings.
6. I do not ____________ any candy.
7. We will ____________ the dishes after dinner.
8. He didn't feel ____________ today.
9. They ____________ to the movies.
10. We ____________ going to go with them.

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Find and circle seven "w" words and two "y" words in the puzzle. Use these words to complete the sentences below.

O	P	W	H	I	T	E
N	W	H	E	N	W	X
D	Y	E	L	L	O	W
W	O	R	K	W	U	H
V	U	E	X	I	L	I
R	R	C	P	S	D	C
E	N	O	V	H	T	H

1. I blew out the candles and made a ________________.

2. We'll call you ______________ we get home.

3. _____________ did you put my umbrella?

4. _____________ movie are you going to see?

5. Snow is ________________.

6. _____________ you like to go with us?

7. We have finished all of our _________________.

8. Is that _____________ notebook?

9. Color the sun _________________.

Word List

work
would
white
wish
when
where
your
yellow
which

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Find and circle nine "g" words in the puzzle. Use these words to complete the sentences below.

G	O	N	T	H	R	E	W	L	N
O	X	I	W	U	O	V	G	O	T
I	F	V	O	G	E	T	E	D	D
N	E	E	R	G	R	E	E	N	N
G	M	S	T	E	I	E	T	R	E
T	H	A	G	O	G	A	V	E	L
E	G	O	O	D	W	O	N	C	G
S	W	A	T	U	X	N	E	I	O
T	U	E	S	G	I	V	E	S	E
G	R	O	W	O	U	L	T	O	S

1. My seeds will __________ into a plant.
2. The grapes are __________.
3. He __________ into the car.
4. She is a __________ girl.
5. I am __________ to bed.
6. He __________ to school.
7. Please __________ me the telephone.
8. __________ on the bus.
9. He __________ me three lollipops.

Word List

gave	goes	got
get	going	green
give	good	grow

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Find and circle ten "t" words in the puzzle. Use these words to complete the sentences below.

Word List

- take
- together
- three
- thank
- their
- them
- there
- these
- they
- those

R	T	O	G	E	T	H	E	R	E
A	E	C	X	Y	U	L	O	P	N
T	O	H	P	T	R	H	N	T	G
H	E	I	T	H	A	N	K	H	L
O	G	P	A	E	F	M	B	R	I
S	H	F	C	S	G	T	G	E	L
E	M	E	T	E	R	A	I	E	B
B	L	U	Y	S	J	K	T	L	H
S	P	E	R	O	X	E	N	M	T
V	H	R	T	H	E	I	R	N	O
T	E	K	A	T	O	T	H	E	M

1. Some students lost ___________ books.
2. ____________ forgot to come back and get their books.
3. Please ____________ the books to the lost and found.
4. I found ___________ of them outside.
5. I found them over ___________.
6. ___________ you for taking them for me.
7. We can go ____________ to find the owners.
8. I hope that we find ________________.
9. _____________ are three very good books.
10. _____________ are the kind that I would like to have.

THUMBING FOR TH

SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a master of this sheet and give a copy to each pupil.

DIRECTIONS: Five TH words are hidden in the box below. Find and circle the TH words in the box. Put the words into the correct blanks in the sentences.

t	n	e	s	h	r
e	i	t	h	e	r
e	b	h	r	o	d
t	h	r	e	a	d
h	a	o	b	m	y
c	o	w	i	t	h

Word List

with
either
throw
teeth
thread

1. We sew with it. ________
2. We chew our food with these. ________
3. Don't ________ the ball too fast.
4. You may go ________ me.
5. You may have ________ this one or that one.

WATCHING FOR WH

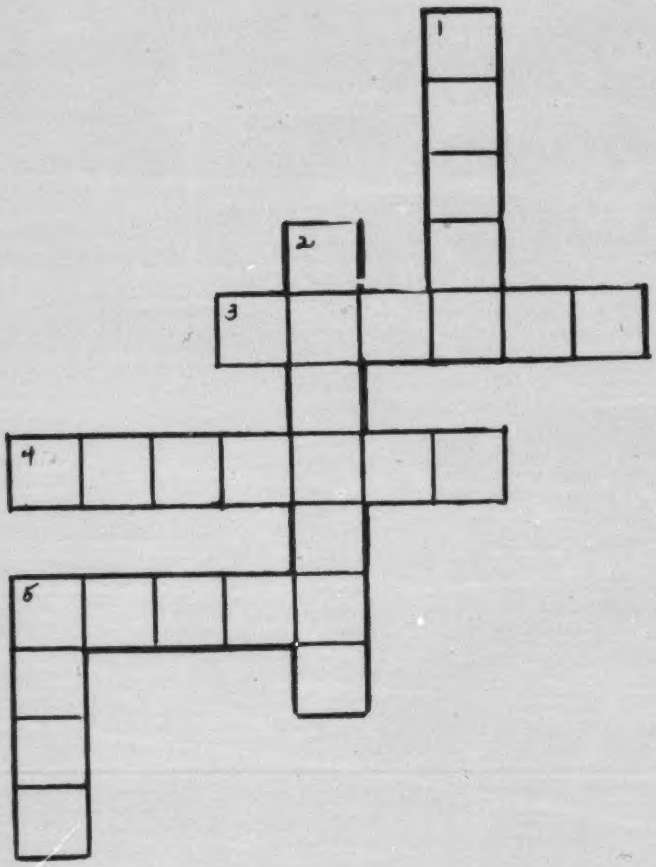
SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make copies of this worksheet and give one to each pupil.

DIRECTIONS: Complete the puzzle with WH words. Use the sentences to help you choose the correct words.



Down

1. Snow is ________.
2. You do this to call your dog. ________
5. To beat means to ________.

Across

3. A car rides on ________.
4. To talk very softly is to ________.
5. To turn around and around. ________

SHOPPING FOR SH

SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a master of this sheet and give one copy to each pupil.

DIRECTIONS: Five SH words are hidden in the box below. Find and circle the SH words in the box. Put the words in the correct blanks in the sentences.

f	w	i	s	h	s	k
e	i	u	x	o	v	s
m	r	s	p	u	s	h
r	h	h	h	x	u	o
n	z	o	y	i	s	w
d	m	u	i	s	n	r
s	h	o	p	e	n	g

Word List

push
show
shop
wish
fishing

1. We went ______________ in the pond.
2. We blew out the candles and made a ____________.
3. Mother had to ___________ for food.
4. We saw a very good __________.
5. We should not ___________ in the line.

CHECKING FOR CH

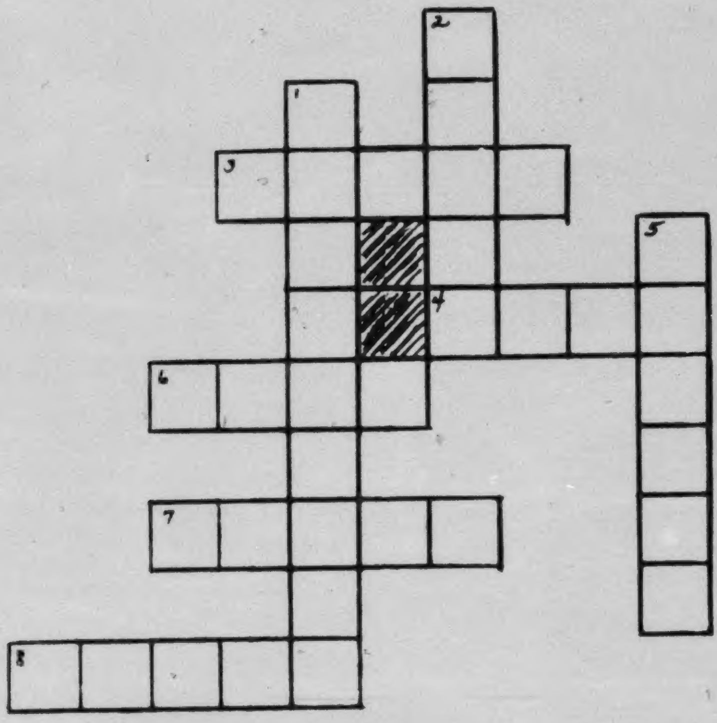
SKILL: COMPREHENSION STRATEGIES, Semantic Cues, Phonetic Analysis

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a master of this sheet and give a copy to each pupil.

DIRECTIONS: Complete the puzzle with CH words. Use the sentences to help you choose the correct words.



Across

3. We sit in a __________.

4. It is _________ a nice day.

6. Daddy had to ______down the tree.

7. I have a gold _________necklace.

8. We had to_________the dog to catch him.

Down

1. We like _______cake.

2. We eat potato_______.

5. Our teacher does this to our papers before she gives them back to us.

SIGHT WORDS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Find and circle ten "a" words in the puzzle. Use these words to complete the sentences below.

E	I	O	A	N	A	W	A	Y	I	A
M	P	A	L	O	N	E	D	A	N	R
Z	V	B	L	D	Y	C	P	G	K	A
Y	W	O	Y	A	A	L	W	A	Y	S
E	X	U	S	A	E	M	U	I	O	K
A	F	T	E	R	N	O	O	N	D	E
M	N	T	P	E	R	Q	X	Y	M	A

1. We are going to the movie ________________.

2. We __________ go on Sunday.

3. Mother wants to go Sunday ______________.

4. __________ of us are going to go.

5. Mother never lets us go ______________.

6. I don't know what the movie is ____________.

7. I would like to see ____________ one of these movies.

8. All of these ___________ good movies.

9. We will ___________ some of our friends to go too.

10. We will not be __________ from home very long.

11. ____________ the movie is over, we'll go home.

Word List

about
alone
after
away
all
afternoon
again
ask
always
any
are

WORD MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read all of the sentences. On the line before each pair of sentences write *S* if the underlined words have the same meaning. Write *D* if the underlined words have different meanings.

Example:

D Children like to play games in the yard.
Our room put on a Halloween play.

______ 1. Did you see the big dog in the yard?
2. We mowed the grass in our yard.

______ 3. I put a sock on my right foot first.
4. This desk is one foot long.

______ 5. Bob looked at his watch when he told us the time.
6. We watch birds in the big tent.

______ 7. We will plant some corn and watch it grow.
8. It is fun to plant seeds in the spring.

______ 9. I found a ring in a box of cereal.
10. Our class made a ring around a boy who had a birthday.

______ 11. Can you match the animals to their homes.
12. You will need a match to start a fire.

SIGHT WORDS

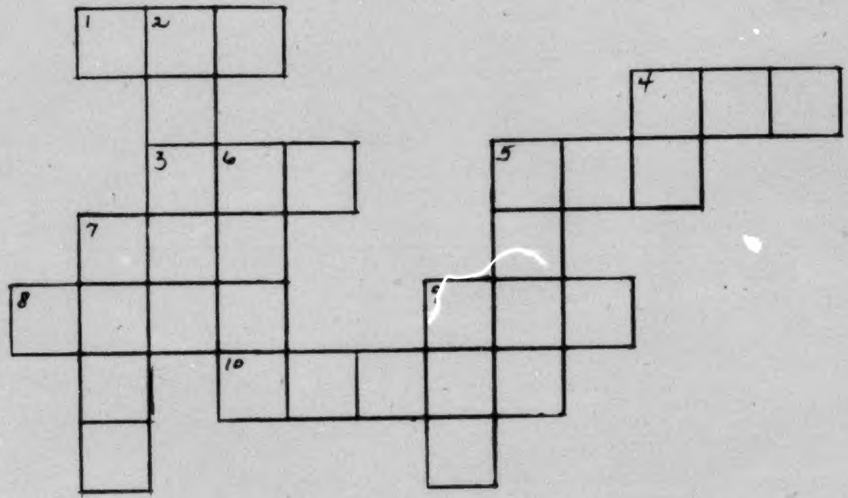
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Complete the puzzle by putting in the words listed on this page. Use the sentences below to help you place the words in the correct spaces.



DOWN

2. If something is yours you ____________ it.

4. Give me a piece ___ candy.

5. To do something again is to do it ______________.

6. To take the top off a bottle is to ________ it.

7. This is the _______ one left.

9. Not old.

ACROSS

1. A word that says *no*.

3. Right away.

4. Not new.

5. Please keep _____ the grass.

8. _________ upon a time.

9. Not old.

10. Not ever means _________.

Word List

of
off
old
once

only
open
over
own

new
never
now
not

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read each paragraph. Write the words from each paragraph that mean the same thing. The number of blank spaces tells you how many words to choose.

The fireman walked over to the fireplug. He took the cap off the side of the hydrant.

________________ ________________

Jim sat on the couch. Mother said, "Get off of that sofa. You've been playing in the mud."

________________ ________________

It's fun to pretend. Many times we make believe that we're ghosts and we scare each other.

________________ ________________

Jason ate so many green apples that he became ill. Grandfather said, "Jason, I told you that green apples would make you sick."

________________ ________________

SIGHT WORDS

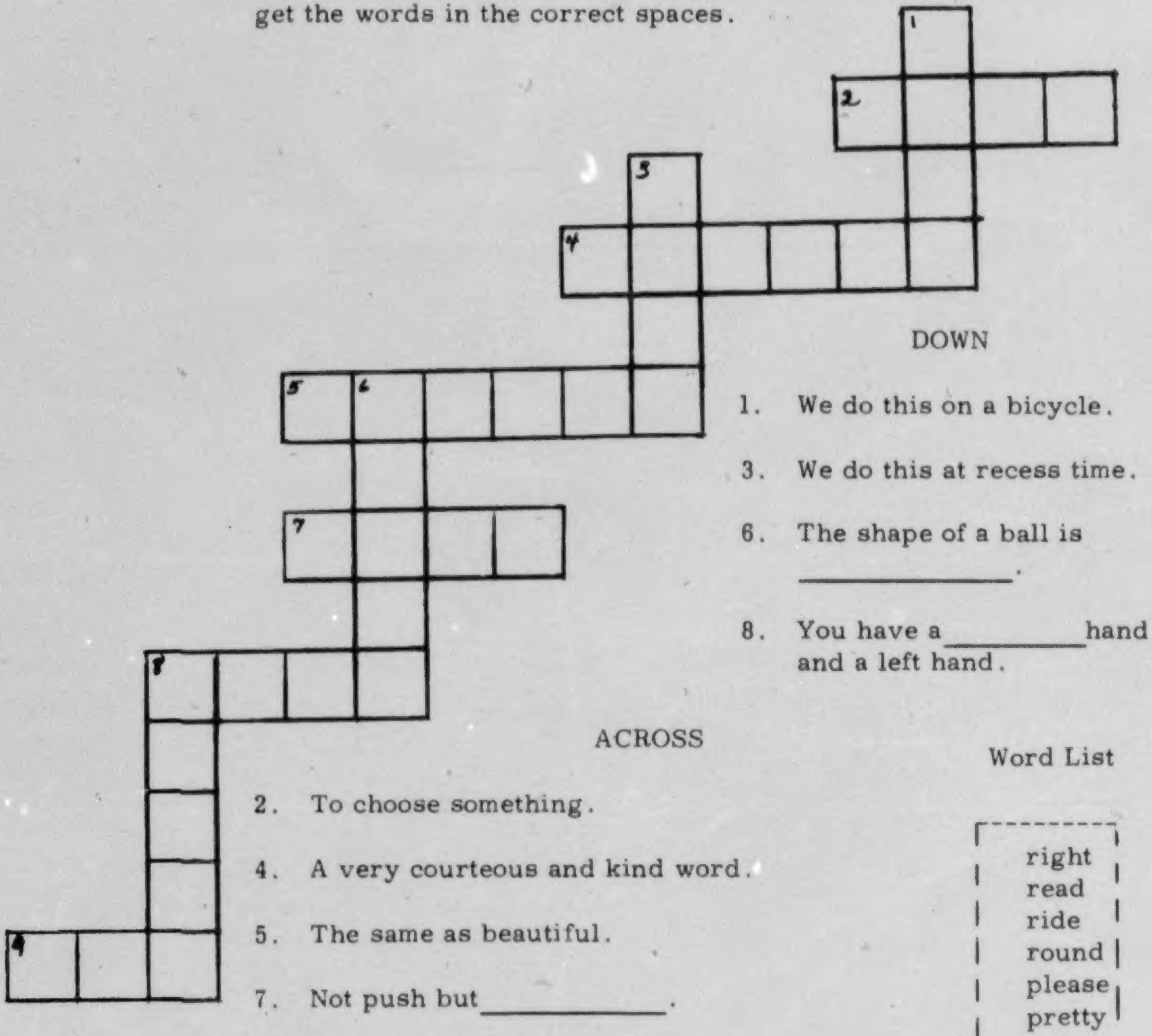
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Complete the puzzle by using words from the word list at the right side of the page. The sentences below will help you get the words in the correct spaces.



DOWN

1. We do this on a bicycle.
3. We do this at recess time.
6. The shape of a ball is ________________.
8. You have a __________ hand and a left hand.

ACROSS

2. To choose something.
4. A very courteous and kind word.
5. The same as beautiful.
7. Not push but _____________.
8. We do this to books.
9. Please ________________ your books on the table.

Word List

right
read
ride
round
please
pretty
put
play
pull
pick

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 5-S and up; 5-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard or on chart paper.

DIRECTIONS: Read each pair of sentences. In each blank write the word that has the same meaning as the underlined word in that sentence.

1. The film showed a kudu running through the grass.

   A kudu is an ____________________
   toy food animal

2. He saw petunias blooming in the yard.

   Petunias are ____________________
   flowers fish candles

3. We can play a song on the sitar.

   A sitar is ____________________
   a pet a musical instrument food

4. Did you see the plover in the big nest?

   A plover is a ____________________
   bird toy plant

5. We used a dory to go fishing on the lake.

   A dory is a ____________________
   car boat tree

WORDS HAVE DIFFERENT MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Some words can have many different meanings. For example:

a. A line is *a strip of paint on the floor* in gym class.

b. A line is *a row of words* in reading class.

c. A line is *a thin mark* in math class.

Look at the word line in each of the following stories. Think about the way the word line is used. Decide which class Tom is in by the way the word line is used in the story.

1. Tom opened his book and read the first two lines on the page. Then he put his hand up to tell the class about what he had read.

   Which class was Tom in? ______________

2. Tom kicked the ball with his foot. The ball rolled over the fifty yard line.

   Which class was Tom in? _____________

3. A paper with four dots on it was given to Tom. He drew lines to connect the dots. Then he saw a rectangle on the paper.

   Which class was Tom in? _____________

WORDS HAVE DIFFERENT MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Some words can have many different meanings. For example:

a. A point is *a score* in gym class.

b. A point is *a dot or mark* in math class.

c. A point is *a main idea* in reading class.

Look at the word point in each of the following stories. Think about the way the word point is used. Decide which class Kate is in by the way the word point is used in the story.

1. Kate was working on a problem. When she got the answer, she put a point in it to show that she was working with money.

   Which class was Kate in? ____________________

2. Kate liked to read the story, "The Rabbit and the Turtle." She drew a picture and wrote a sentence about the main point of the story.

   Which class was Kate in? ____________________

3. Kate hit the ball over the net. No one hit the ball back. Kate had made a point for her team.

   Which class was Kate in? ____________________

BETTY BUTTONS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the story below. Answer the questions about the story.

Betty Smith had many friends. Each day at recess, her friends knew how to find her quickly. They would look for a little girl with many big beautiful buttons. Betty would never wear clothes that zipped. She always asked her mother to put buttons on her clothes. Betty loved to button things. When smaller children couldn't button their coats, Betty would run over and help them with their buttons. She loved buttons so much that her friends named her Betty Buttons.

What things did children look for when they wanted to find Betty? ____________________

What did Betty like to do to clothes? ____________________

What would Betty help smaller children do? ____________________

What did the children name Betty? ____________________

Why? ____________________

DIRECTIONS: Copy one sentence in which the word button tells what someone did.

____

____

DIRECTIONS: Copy one sentence in which the word button is used as a thing.

____

____

WORD MEANING

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and up

MATERIALS: Chalkboard

PROCEDURE: Use dramatization to strengthen the distinction between meanings of words that signal verbs (doing words) and those that signal nouns (things). Write sentences on chalkboard and have children dramatize them.

Examples:

1. We can plant some seeds in egg cartons.
2. We saw a plant on the table.
3. We can eat the pineapple and then plant the top of it.

Ask questions such as:

In which sentences did you do something to show the meaning of the word "plant"?

In which sentences did the word "plant" mean a thing that you can see?

In which sentences did the word "plant" have the same meaning?

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and 7-S

MATERIALS: Chalkboard or chart paper

PROCEDURE: Write sentences on the chalkboard or chart paper.

DIRECTIONS: Read each pair of sentences and in the blanks write one word that will make sense in both of the sentences. More than one answer is possible.

1. Mary has a new ____________.

   She will ____________ her hair.

2. John is a ____________ at a restaurant.

   He can __________ very good pies.

3. Mike likes to ___________ grandfather's cow.

   Yesterday he spilled his glass of _____________.

4. Many insects ____________ into our room during the summer.

   Yesterday we killed a _____________.

5. Jan got a jar of ______________ from her drawer.

   She had to ___________ some pictures in her book.

HELPFUL BILL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: 6-S and 7-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the story below. Answer the questions about the story.

One hot day Bill came into the house to get a drink of water. His mother told him to turn on the water and water the grass. Mother said that the grass would die if it didn't get enough water. Bill had helped to dig up the yard and plant the grass. Now he was going to take care of the grass. Mother said that it would be his job to see that the grass got enough water. Bill knew that he would have to water it everyday.

What did Bill want to drink? ______________________________

What did he have to do to keep the grass from dying? ____________

What did Bill put on the grass? ____________________________

What would Bill have to do each day? _______________________

DIRECTIONS: Copy one sentence in which the word water means a thing.

____

____

DIRECTIONS: Copy one sentence in which the word water means something that is done.

____

____

ROOM 10'S SUBSTITUTE TEACHER

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Room 10'S Substitute Teacher,* Systems, Level 9, T.M., pgs. 58-61.

DIRECTIONS: In each blank write the word that best completes the sentence.

platypus
Australia
America
manatee
koala
wallaby
emergency
kangaroo
Australian

1. Another name for the United States is________________.
2. A continent southeast of Asia is________________.
3. A sudden need for immediate action is an________________.
4. An animal that lives in Australia with small forelegs and very strong hind legs, and a pouch is a______________.
5. A smaller type of a kangaroo is a________________.
6. A gray furry Australian animal with a pouch that lives in a tree is a____________.
7. A small Australian water mammal with webbed feet, a duck-like beak, and lays eggs is a________________.
8. A sea mammal with a flat oval tail is a________________.
9. A person who is a native of Australia is an______________.

KULA LIVES IN HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Kula Lives In Hawaii*, Systems, Level 9, T.M., pgs. 78-82.

DIRECTIONS: In each blank write the word that best completes the sentence.

aloha
United States
allegiance
Hawaii
capital
capitol
lei
pledge
celebrate

1. __________ is a state made up of several islands in the Pacific Ocean.
2. The city where the government of a country or state is located is the __________.
3. The building where the state or national legislatures meet is the __________.
4. A wreath of flowers, leaves, or feathers worn around the neck is a __________.
5. The country we live in, which is in North America, is the __________.
6. A solemn promise is a __________.
7. The loyalty owed by a citizen of his government is his __________.
8. To observe a special time or day with activities of a proper kind is to __________.
9. A Hawaiian greeting meaning both "hello" and "good-by" is __________.

KULA LIVES IN HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Kula Lives In Hawaii*, Systems, Level 9, T.M., pgs. 78-82.

DIRECTIONS: In each blank write the word that best completes the sentence.

mango
American
lagoon
plumeria
ginger
ocean
Hawaiian
mahalo
model

1. A small copy of something is a ____________.
2. ____________ is a Hawaiian word for "thank-you."
3. People who are natives of Hawaii are ____________.
4. The great body of water that covers three fourths of the earth's surface is the ____________.
5. A person born or living in North or South America is an ____________.
6. A ____________ is small body of water or pond separated from the sea by low ridges of sand.
7. A shrub or tree with thick branches and large, sweet-smelling flowers is a ____________.
8. A slightly sour juicy fruit with a thick yellowish-red rind is a ____________.
9. ____________ is a spice made from the root of a plant.

ANDY THE DOG WALKER

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Andy The Dog Walker*, Systems, Level 9, T.M., pgs. 101-104.

DIRECTIONS: In each blank write the word that best completes the sentence.

zoo
statue
sea lion
distance
seal
leash
vine
young

1. A plant with a long slender stem that grows along the ground or attaches itself to walls and things is a ____________.
2. A chain or strap used for holding an animal in check is a ____________.
3. Something that is not old is ____________.
4. A place where animals are kept and shown is called a ____________.
5. A large seal found on the Pacific coast is a ____________.
6. A kind of sea animal with large flippers and fur is a ____________.
7. __________ means a long way; far away; or a place far away.
8. An image of a person or animal carved in stone, wood, or cast in bronze is a ____________.

MARTIN LUTHER KING, JR.

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Martin Luther King, Jr.,* Systems, Level 9, T.M., pgs. 123-127.

DIRECTIONS: In each blank write the word that best completes the sentence.

Nobel Prize
medal
Reverend
lawyer
Montgomery
allowance
Atlanta

1. The capital of Georgia is ____________.
2. ___________ is a title for minister.
3. A limited share or amount of money given out is an ______________.
4. A ____________ is a person who knows the law and gives advice about matters of law.
5. _______________ is the capital of the state of Alabama.
6. A ________________ is a piece of metal shaped like a coin with a figure or inscription stamped on it.
7. The ______________ is a prize given each year to five people or organizations who have done outstanding work in science, literature, or the promotion of peace.

WINDY AND THE WILLOW WHISTLE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Windy And The Willow Whistle*, Systems, Level 9, T.M., pgs. 139-142.

DIRECTIONS: In each blank write the word that best completes the sentence.

mockingbird
mock
wander
polish
brook
carpenter
shop
quiet
willow

1. A store or place where things are sold is a ____________.

2. To make shiny and smooth is to ____________.

3. A small stream is a ____________.

4. A grayish songbird that imitates the notes of other birds is called a ____________.

5. To laugh at or make fun of is to ____________.

6. To move about without any special purpose is to ____________.

7. Making little or no noise is being ____________.

8. A worker who builds the wooden part of houses is called a ____________.

9. A __________ is a kind of tree or shrub with tough, slender branches that bend easily when making furniture, baskets, etc.

WINDY AND THE WILLOW WHISTLE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Windy And The Willow Whistle*, Systems, Level 9, T.M., pgs. 139-142.

DIRECTIONS: In each blank write the word that best completes the sentence.

foolishness
silversmith
blacksmith
startle
wheeze
buggy
carriage

1. Something used to carry people that is usually pulled by a horse and moves on wheels is called a ______________.
2. A person who makes things out of silver is a ______________.
3. A light carriage with one seat is a ______________.
4. To surprise or frighten suddenly is to ______________.
5. Something without sense is ______________.
6. A ______________ is a person who works with iron.
7. A ______________ is a whistling sound caused by difficult breathing.

WILBUR AND ORVILLE WRIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Wilbur And Orville Wright*, Systems, Level 9, T.M., pgs. 150-153.

DIRECTIONS: In each blank write the word that best completes the sentence.

lever
Dayton
wheat
invent
oats
invention
inventor

1. To make or think of something new is to ________________.

2. ____________ is a city in southwestern Ohio.

3. An ____________ is a person who invents things.

4. ____________ are the grain from the oat plant.

5. A grain from which flour is made is called ________________.

6. A bar for raising or moving a weight is called a ________________.

7. The thing that is invented is called an ________________.

WILBUR AND ORVILLE WRIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Wilbur And Orville Wright,* Systems, Level 9, T.M., pgs. 150-153.

DIRECTIONS: In each blank write the word that best completes the sentence.

steer
wind
bamboo
material
fasten
monster

1. To make something hold together in any way is to ____________.
2. ____________ is what a thing is made from or done with.
3. A ____________ is any animal or plant that is very unlike those usually found in nature.
4. ____________ is any kind of tree-like grass that grows in warm regions and is used for making furniture, canes, and houses.
5. To twist or turn around something is to ____________.
6. To guide the course of something is to ____________.

IF I FLEW A PLANE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *If I Flew A Plane,* Systems, Level 9, T.M., pgs. 173-177.

DIRECTIONS: In each blank write the word that best completes the sentence.

supersonic
ordinary
pontoon
transmitter
air-rescue
astronauts
rotors
orbit

1. A person or thing that transmits something is a __________.

2. __________ means to save or recover by means of an aircraft.

3. __________ are the revolving blades by which a helicopter is enabled to fly.

4. A pilot and members of the crew of a spaceship are called __________.

5. To travel around the earth or some other heavenly body is to __________.

6. __________ means usual, common, or normal.

7. A boat like part used for landing on or taking off from water is a __________.

8. An aircraft capable of moving at speed greater than the speed of sound is said to be __________.

IF I FLEW A PLANE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *If I Flew A Plane,* Systems, Level 9, T.M., pgs. 173-177.

DIRECTIONS: In each blank write the word that best completes the sentence.

helicopter
seaplane
pilot
bay
parachute
private
applaud
loop the loop

1. A nylon or silk thing, somewhat like an umbrella, which is used to descend safely through the air from a great height is a ____________.
2. __________ means to turn over and over.
3. To clap hands and show approval is to ______________.
4. _________ means just for a few special people and not for the public.
5. An airplane that can land and take off on the water is a ______________.
6. Part of a sea or lake extending into land is called a ______________.
7. The person who steers an airplane or a ship is a _____________.
8. An aircraft that is lifted from the ground by horizontal blades is a _______________.

IF I FLEW A PLANE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *If I Flew A Plane,* Systems, Level 9, T.M., pgs. 173-177.

DIRECTIONS: In each blank write the word that best completes the sentence.

- control tower
- clearance
- stewardess
- co-pilot
- runway
- India
- ramp
- taxi
- cargo

1. The second pilot in an aircraft is called the ____________.
2. A woman attendant on a ship or airplane is called the ______________.
3. ___________ means to get permission for an airplane to either take off or land.
4. A tower at the airfield for controlling the taking off and landing of aircraft is called the _____________.
5. _________ means to move slowly on the water or ground.
6. A level strip of land on which airplanes land and take off is the ___________.
7. Freight carried by a plane is ___________.
8. A sloping way connecting two different levels of a road or building is a ____________.
9. ________ is a country in southern Asia.

THE STOLEN NECKLACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Stolen Necklace,* Systems, Level 10, T.M., pgs. 61-65.

DIRECTIONS: In each blank write the word that best completes the sentence.

argument
discuss
compare
quietly
special
quarrel
scornfully
fierce
elegantly
escape

1. More than ordinary or unusal means ________________.

2. Finding out how persons or things are alike or how they are different is to ________________.

3. To talk about something is to ________________.

4. A dispute or discussion by persons who disagree is an ________________.

5. An angry dispute or to disagree angrily is to ______________.

6. To be violent and raging is to be _______________.

7. ____________ means in a scornful way.

8. To get out and away is to _________________.

9. ____________ means to be done in a refined or superior way.

10. ____________ means to be done with little or no noise.

THE STOLEN NECKLACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Stolen Necklace,* Systems, Level 10, T.M., pgs. 61-65.

DIRECTIONS: In each blank write the word that best completes the sentence.

overjoyed
unguarded
bazaar
superior
search
especially
linger
jungle
India
vain

1. Wild land with overgrown trees, vines, and bushes is a ______________.
2. ____________ is a country in southern Asia.
3. Having too much pride in one's ability and looks is being ______________.
4. _____________ means particularly or chiefly.
5. To stay as if unwilling to leave is to __________________.
6. Not protected is to be __________________.
7. Delighted or being filled with joy is to be _______________.
8. To look for something means to _________________.
9. A place where many different kinds of goods are sold is a __________________.
10. _____________ manner means showing a feeling of being above others.

LET'S FIND OUT ABOUT CHRISTOPHER COLUMBUS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Let's Find Out About Christopher Columbus*, Systems, Level 10, T.M., pgs. 74-78.

DIRECTIONS: In each blank write the word that best completes the sentence.

Christopher Columbus
monster
Genoa
fleet
dock
spices
Atlantic Ocean
voyage
celebrate

1. Seasonings like salt, pepper, and ginger are called ________________.

2. The person who discovered America is ________________ ________________.

3. The ocean east of North and South America is the ________________________.

4. A group of ships under one command is called a ______________.

5. To observe a special time or day with activities is to ____________________.

6. ______________ is a famous seaport city in northwestern Italy.

7. A platform built on the shore or pier is a ________________.

8. A strange imaginary animal of horrible appearance is a ______________.

9. A journey or travel by water is a _____________.

LET'S FIND OUT ABOUT CHRISTOPHER COLUMBUS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Let's Find Out About Christopher Columbus*, Systems, Level 10, T.M., pgs. 74-78.

DIRECTIONS: In each blank write the word that best completes the sentence.

honor
wisdom
Santa Maria
Amerigo Vespucci
Portugal
Bahamas
crew
Spain
Pinta
Nina

1. The men who do the work on a ship are the ______________.
2. The group of islands southeast of Florida is called the ________________.
3. _____________ is small country in Europe, west of Spain.
4. The three ships Christopher Columbus used when he made the first voyage were the __________________, ____________________, and ____________________.
5. To show respect is to _________________.
6. ________________ is a country in southwestern Europe.
7. Being wise, having knowledge and good judgment is to have _______________.
8. America was named after an Italian explorer and merchant by the name of _________________.

THE STORY OF PANCHO AND THE BULL WITH THE CROOKED TAIL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Story Of Pancho And The Bull With The Crooked Tail,* Systems, Level 10, T.M., pgs. 95-98.

DIRECTIONS: In each blank write the word that best completes the sentence.

vamos
mamacita
rage
scramble
papacito
bellow
burro
Mexico
lasso
adobe

1. A long rope with a running loop at one end used for catching horses and cattle is a ____________.
2. A sun-dried brick used by many Mexicans to make their homes is called ____________.
3. __________ is a country in North America, south of the United States.
4. A __________ is a small kind of donkey.
5. To make one's way by climbing or crawling is to ____________.
6. Violent anger is ____________.
7. __________ is the roar or sound bulls make.
8. A loving name for mother is ________________.
9. __________ is a word for "let's go".
10. A loving name for father is ____________.

MEXICO CITY

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Mexico City*, Systems, Level 10, T.M., pgs. 107-109.

DIRECTIONS: In each blank write the word that best completes the sentence.

subway
pyramid
pinata
viva
proclaim
occasion

1. A Spanish word for "hurrah" is ______________.
2. To make known publicly is to ____________.
3. A particular time or special event is an ______________.
4. Something solid having triangular sides meeting in a point is a ____________.
5. An underground electric railroad running under the surface of the streets in a city is a ______________.
6. A ___________ is a decorated figure filled with candy, toys, or money.

THE BIG BLIZZARD

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Big Blizzard*, Systems, Level 10, T.M., pgs. 124-126.

DIRECTIONS: In each blank write the word that best completes the sentence.

pantry
garage
make-believe
strainer
electricity
blizzard
turnpike

1. A snow storm that is very cold with very strong winds is called a ____________.

2. A ____________ is a long highway on which you pay to drive your car.

3. ______________ is a form of energy used to light our homes.

4. A ____________ is a place for keeping automobiles.

5. A small room for keeping food, dishes, etc., is a _____________.

6. Something that is pretended is _______________.

7. Something used for straining is called a _____________.

ANNA PATRICIA'S TEETH

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Anna Patricia's Teeth,* Systems, Level 10, T.M., pgs. 137-139.

DIRECTIONS: In each blank write the word that best completes the sentence.

nuisance
stoppers
plumber
washers
rude
inkwell
bolt
blotter
nuts
risk

1. An ____________ is used to hold ink on a desk.
2. Soft paper used for soaking up ink is a ____________.
3. A person who is impolite is ____________.
4. To chance harm, danger, or loss is to ____________.
5. Small metal blocks that screw on to bolts to hold the bolts in place are ____________.
6. A ____________ is a strong pin of metal or wood with a head at one end and a place for a nut to be screwed on at the other.
7. ____________ are flat rings of metal used with bolts and nuts to make things tight.
8. ____________ are plugs or corks used for closing bottles, bathtubs, etc.
9. A person who puts in and repairs waterpipes and fixtures in buildings is a ____________.
10. A person or thing that annoys, troubles or offends is a ____________.

CALVIN AND THE CUB SCOUTS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Calvin And The Cub Scouts*, Systems, Level 10, T.M., pgs. 161-164.

DIRECTIONS: In each blank write the word that best completes the sentence.

achievement
uniforms
tom-tom
badge
salute
sign
rooster
tepee
hobby

1. Clothes worn all alike by a group so they can be easily recognized are ______________.
2. A motion or gesture used to represent something is a ____________.
3. To raise the hand in a formal manner to honor is to _____________.
4. A __________ is worn to show that someone belongs to a certain school, class, or club.
5. Something done or carried out is an _____________.
6. The male domestic fowl is called a ______________.
7. A ____________ is something a person especially likes to do that is not a job.
8. The tent of the North American Indians is the ____________.
9. The _________ is a type of drum used in Africa and among the American Indians.

THE GREATEST MACHINE IN THE WORLD

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Greatest Machine In The World*, Splendid Journey, T.M., pgs. 16-22.

DIRECTIONS: In each blank write the word that best completes the sentence.

sculpture
neighbor
jackhammer
jet airplane
art fair
airport
machine
alarm
wheel
junk
artist
yard

1. An invention with moving parts for doing work is a __________________.
2. A round frame that turns on its center is a __________________.
3. Old newspapers, metal, and other trash is __________________.
4. A piece of ground around a house is a __________________.
5. A person who paints pictures is an________________.
6. Someone who lives nearby is a ________________.
7. A figure or design made by carving or putting together objects is a _____________.
8. A place where sculpture and paintings are displayed and sold, with prizes awarded for the best art is an_________.
9. A place for airplanes to land and take off is an_________.
10. A kind of airplane that is driven by a jet of air or gas is a ________________.
11. A bell that warns or wakes people is an___________.
12. A machine used for drilling is a _____________.

THE GREATEST MACHINE IN THE WORLD

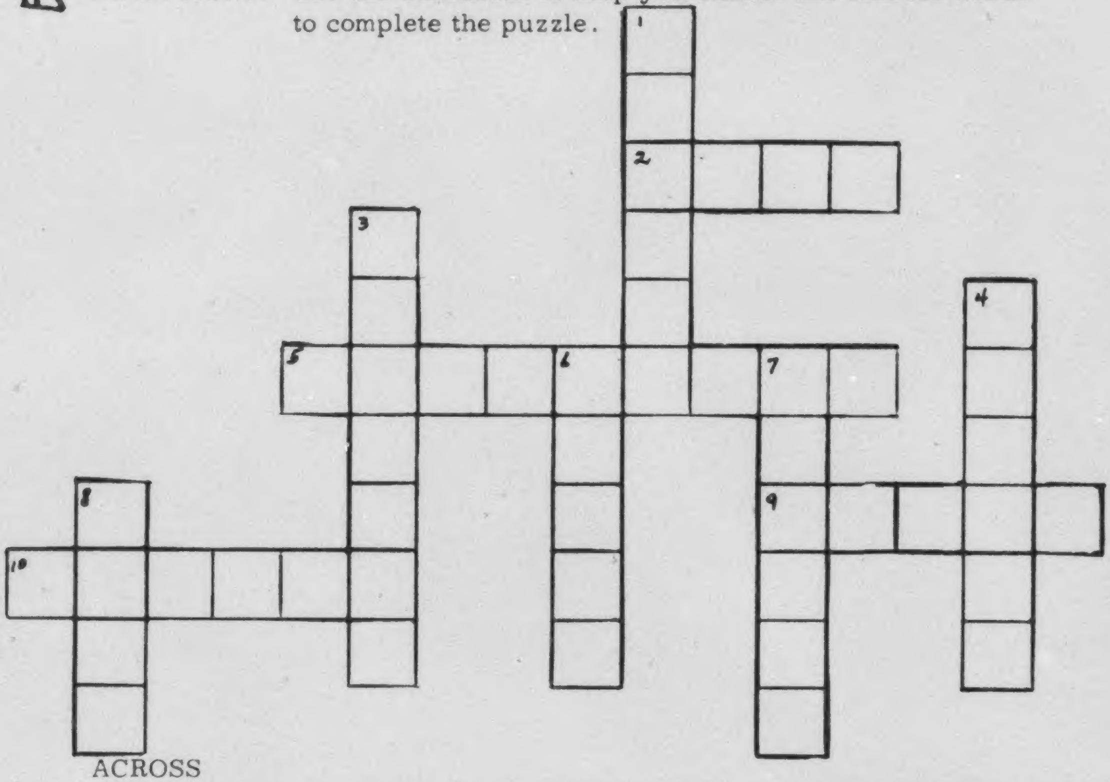
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Greatest Machine In The World,* Splendid Journey, T.M., pgs. 16-22.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. He __________ the box with string.
5. It was the best ________ at the Art Fair.
9. "What is it?", __________ Henry's mother.
10. The artist tied a blue ____________ on the machine.

DOWN

1. An ___________ was standing in the yard watching the machine.
3. It was the greatest __________ in the world.
4. The ____________ turned around.
6. ___________ of the machine banged together.
7. The machine ___________.
8. They made a big ___________.

NOISE

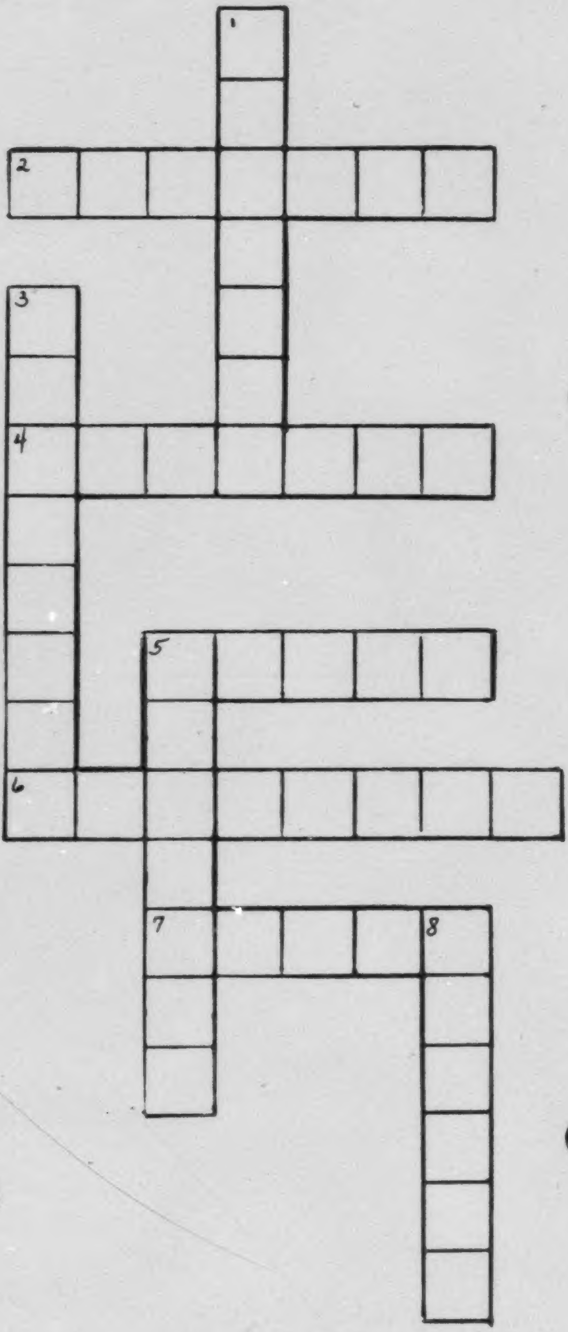
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Noise*, Splendid Journey, T.M., pgs. 39-41.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. What is the man ____________ on his ears?
4. The dishes ____________.
5. What ____________ did the dishes make?
6. The man is wearing ____________.
7. The ____________ clock woke him up.

DOWN

1. The little girl lived near the ________________.
3. The sound of the ______________ shook the house.
5. A fire truck ______________ as it goes by.
8. A little girl was helping her ______________ set the table.

THE ROBOTS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Robots*, Splendid Journey, T.M., pgs. 43-56.

DIRECTIONS: In each blank write the word that best completes the sentence.

pajamas
mayor
inventing
kind
inventor
robot
workshop
invention
fool
metal
whole
mechanical

1. A machine made to look like a man is a __________________.
2. A place where someone keeps tools and works with them is a ________________.
3. When someone is making or thinking of something new, he is __________________.
4. To trick means to ______________.
5. The thing invented is an __________________.
6. A material such as iron, tin, gold, or silver is a ________________.
7. All of anything is the __________________ of it.
8. Something made to work like a machine is __________________.
9. A coat or shirt and loose pants for sleeping are _____________.
10. _______________ means a type or sort of.
11. The person at the head of a city or town government is a _________________.
12. A person who invents things is an _______________.

THE ROBOTS

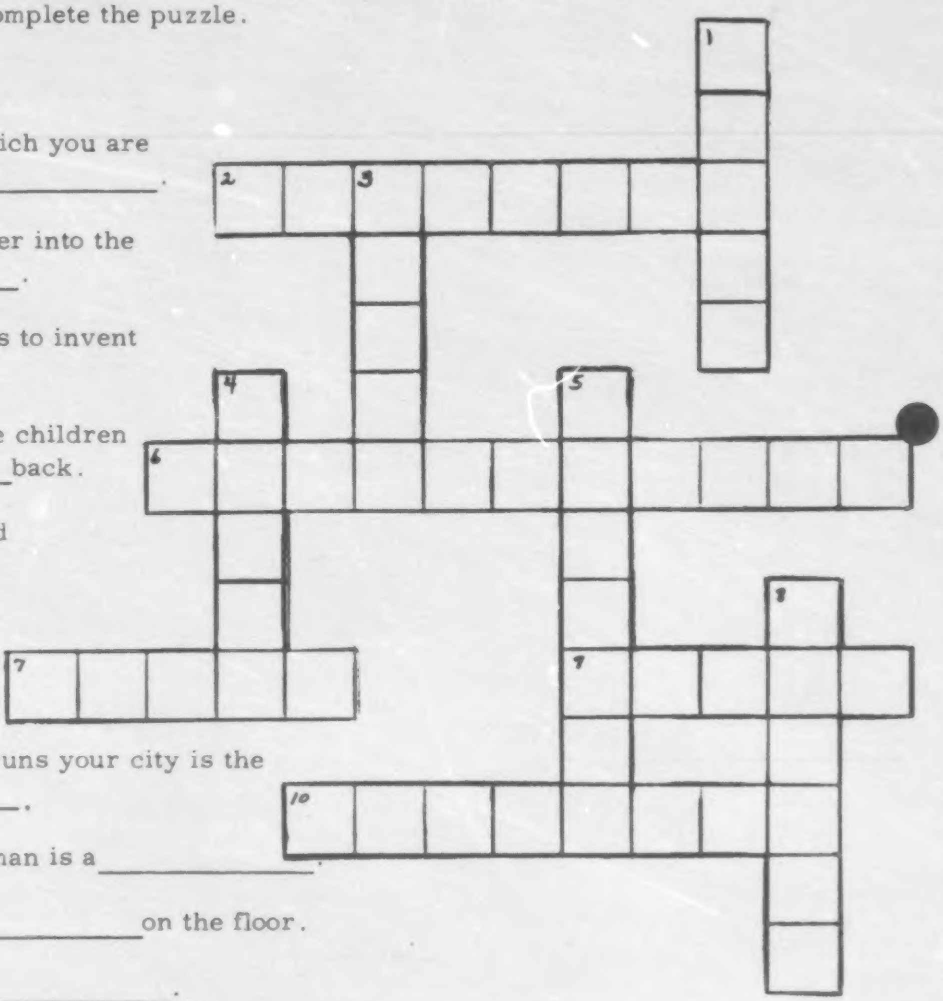
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Robots,* Splendid Journey, T.M., pgs. 43-56.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. The day on which you are born is your ____________.
6. Throw the paper into the ______________.
7. __________ likes to invent things.
9. Henry gave the children their __________ back.
10. Henry invented the robot in his __________.

DOWN

1. The man who runs your city is the ______________.
3. A mechanical man is a ______________.
4. Henry threw ___________ on the floor.
5. You sleep in _____________.
8. The robot is a mechanical _____________.

THE DINOSAUR EGG

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

M MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Dinosaur Egg,* Splendid Journey, T.M., pgs. 79-85.

DIRECTIONS: In each blank write the word that best completes the sentence.

dinosaur
fish
ziggled
zaggled
jellyfish
watermelon
stream
strange
dressed
stone
hatch
beach

1. An animal that lived many years ago is a ________________.
2. An animal that lives in the water and has fins but no legs is a ____________.
3. Made up words that mean to move in a zig-zag way are __________________ and ______________.
4. A hard mineral matter that is not metal is called ____________.
5. To come out from the egg is to ______________.
6. An almost flat place at the edge of an ocean or lake is a _____________.
7. A sea animal like a lump of jelly is a __________________.
8. To have put on clothes means to have __________________.
9. A large fruit that is green on the outside, red on the inside, and is good to eat is a ________________.
10. Something that is not known or heard of before is ____________.

THE DINOSAUR EGG

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Dinosaur Egg*, Splendid Journey, T.M., pgs. 79-85.

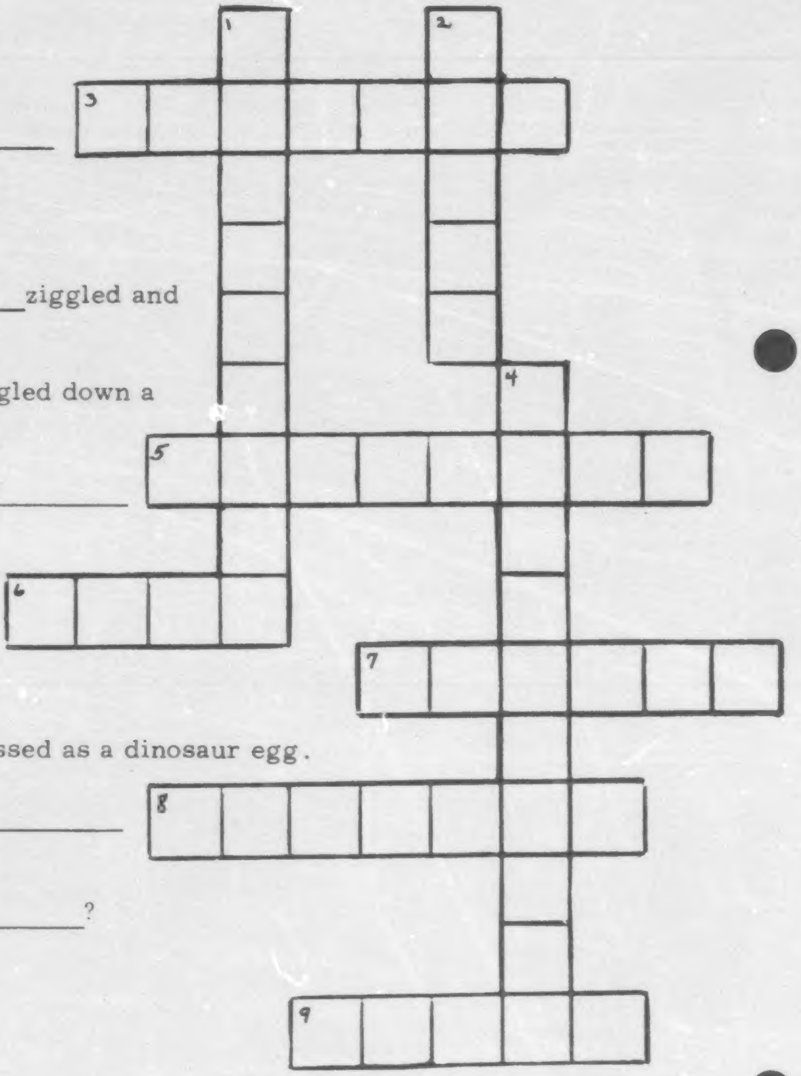
DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

3. The jellyfish was __________ like a dinosaur egg.
5. It was a __________ egg.
6. The three little __________ ziggled and zaggled home.
7. The fish wiggled and waggled down a little __________.
8. Spink, Spank, and Spunk __________ and zaggled home.
9. I'll throw a __________ at it.

DOWN

1. Mr. __________ was dressed as a dinosaur egg.
2. Do you like to play with a __________ ball?
4. Do you like to eat __________?



THERE'S A HOLE IN THE MIDDLE OF THE SEA

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

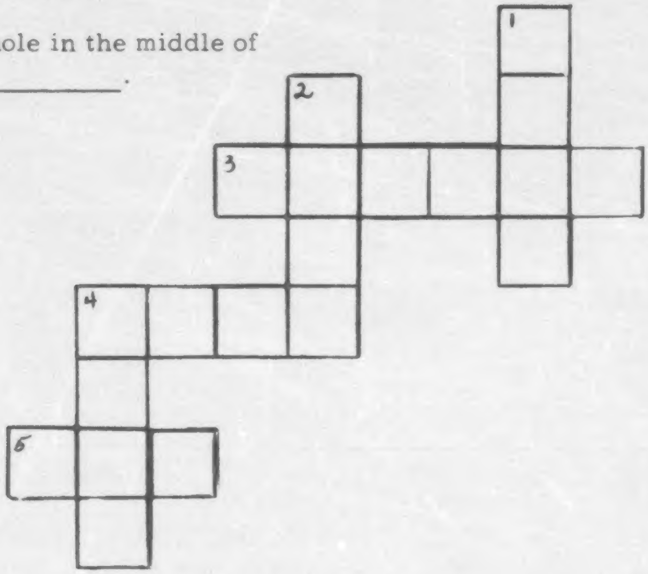
MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *There's A Hole In The Middle Of The Sea,* Splendid Journey, T.M., pgs. 100-103.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

3. There's a hole in the ___________ of the sea.
4. There's a ___________ on the log.
5. There's a hole in the middle of the ______________.



DOWN

1. There's a ___________ in the middle of the sea.
2. There's a ___________ on the fly.
4. There's a ___________ on the wing on the fly.

AN OLD STORY FROM HAWAII

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *An Old Story From Hawaii*, Splendid Journey, T.M., pgs. 110-118.

DIRECTIONS: In each blank write the word that best completes the sentence.

Hawaii
good-by
paddle
weave
aloha
island
cut
feast
net
canoe
leaves
race

1. The fiftieth state of the United States is ____________.
2. A body of land surrounded by water is an __________.
3. An open material made of string or thread and knotted together in such a way as to leave holes is a __________.
4. A light boat moved with paddles is a ____________.
5. A short oar that is broad at one end or both, used to move a canoe is a ____________.
6. More than one leaf is ___________.
7. _____ is a Hawaiian word meaning both "hello" and __________.
8. To separate with something sharp is to ____________.
9. A ________ is a contest to see who can go the fastest.
10. To form thread or strips into a thing or material is to ___________.

AN OLD STORY FROM HAWAII

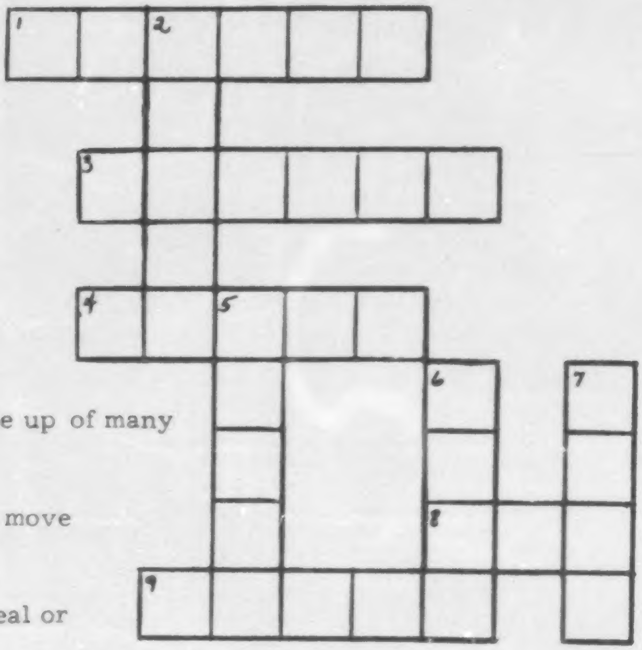
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *An Old Story From Hawaii*, Splendid Journey, T.M., pgs. 110-118.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

1. __________ is made up of many islands.

3. A ______ is used to move a canoe.

4. A ______ is a big meal or a "luau."

8. They __________ leaves to weave mats.

9. You can use a __________ to go from island to island.

DOWN

2. They use leaves to __________ sails.

5. A word for "hello" and "good-by" is __________.

6. They can __________ in their canoes.

7. They catch fish in large ______________.

SAMMY SHOWS OFF

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

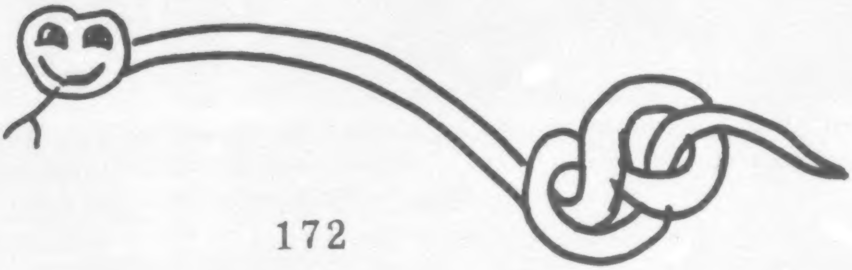
MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Sammy Shows Off,* Splendid Journey, T.M., pgs. 137-142.

DIRECTIONS: In each blank write the word that best completes the sentence.

untie
show-off
learn
easy
knot
slid

1. A person who calls attention to himself by showing off is a ________________.
2. To fasten or tie together so as not to come apart is to ________________.
3. Something that is not hard to do or understand is ________________.
4. To loosen or unfasten is to ________________.
5. To find out about something is to ________________.
6. __________ means to move smoothly.



SAMMY SHOWS OFF

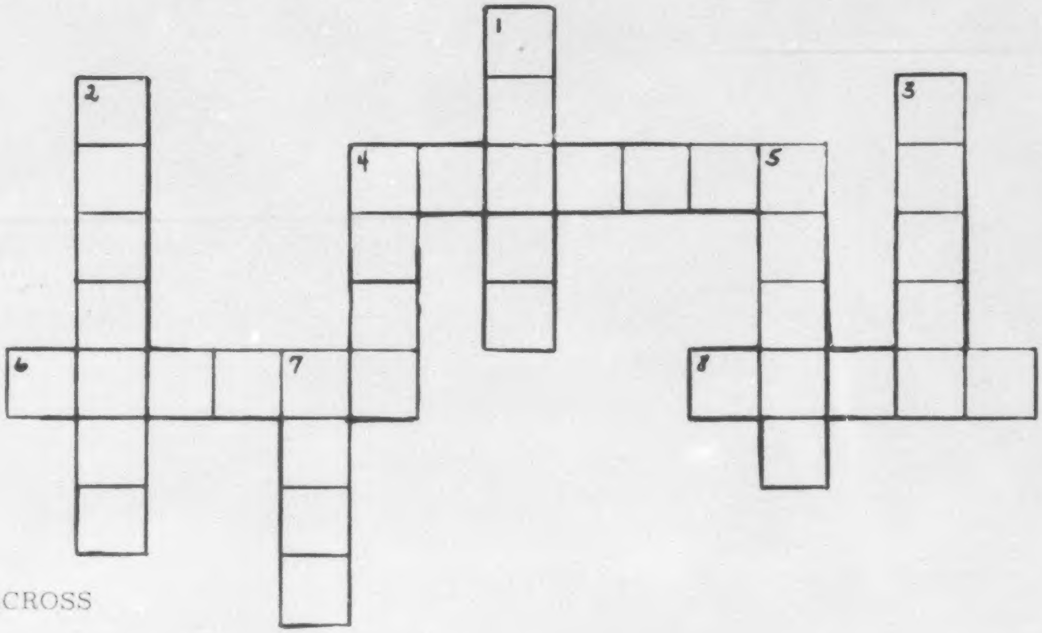
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Sammy Shows Off,* Splendid Journey, T.M., pgs. 137-142.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

4. Sammy liked to ______________.
6. Unfastened is ____________.
8. Slim __________ pulled this way and that way.

DOWN

1. Sammy made all kinds of ______________.
2. He wanted to show his ____________ his knots.
3. That is a funny ___________.
4. The snakes ____________ away as fast as they could.
5. His friends thought the trick was ____________.
7. The knots on the first page were ____________.

TUG OF WAR

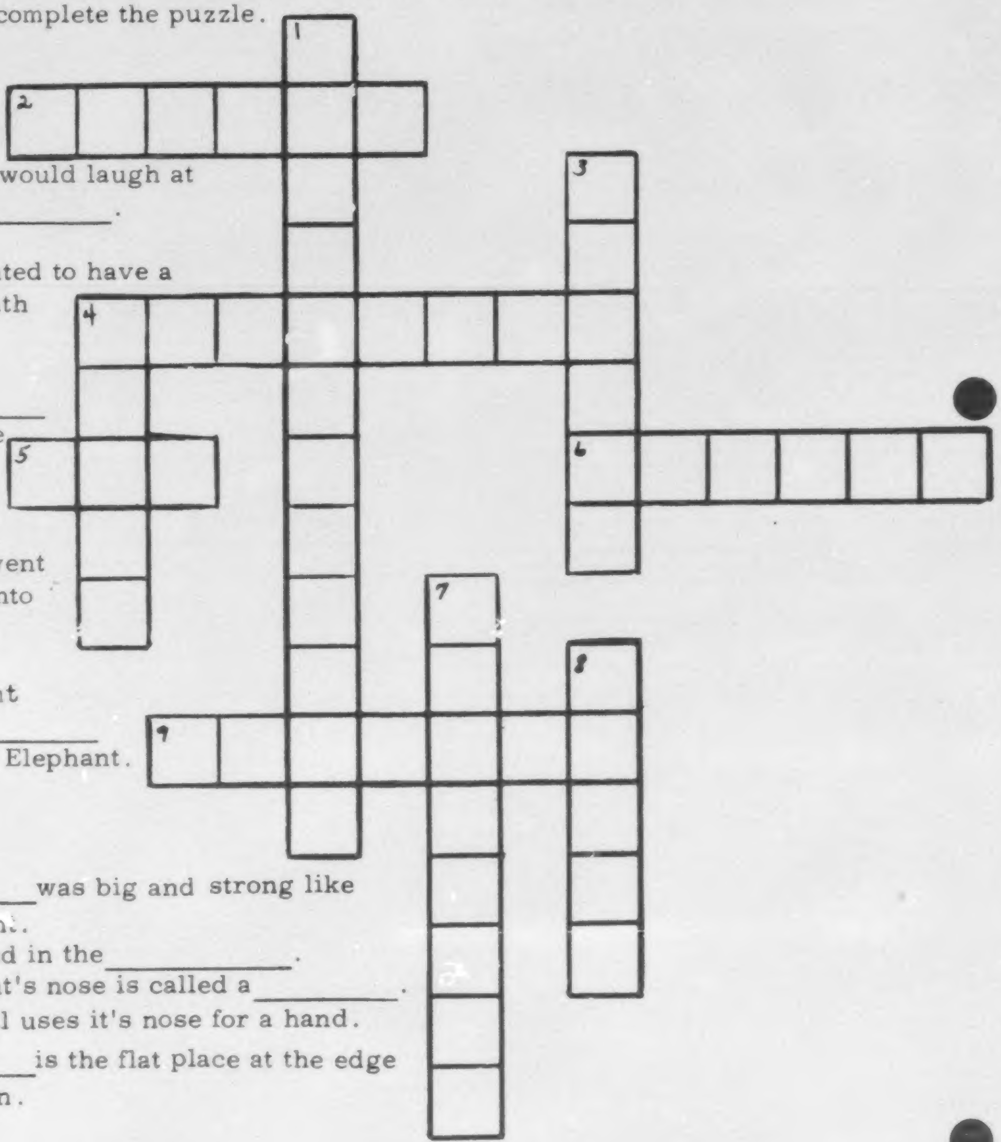
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Tug Of War*, Splendid Journey, T. M., pgs. 159-163.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. Elephant and Hippo would laugh at the ________.

4. Rabbit wanted to have a ________ with Elephant.

5. When I ________ on the rope you must pull.

6. ________ went Elephant into the water.

9. "Do you want me to ________ you?" said Elephant.

DOWN

1. The ________ was big and strong like the elephant.
3. Rabbit lived in the ________.
4. An elephant's nose is called a ________.
7. This animal uses it's nose for a hand.
8. The ________ is the flat place at the edge of the ocean.

TUG OF WAR

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Tug Of War*, Splendid Journey, T.M., pgs. 159-163.

DIRECTIONS: In each blank write the word that best completes the sentence.

tug of war squeeze forest
trunk tug

1. A contest between two teams pulling at the end of a rope is a ____________.
2. A thick woods is a ______________.
3. To force by pressing is to ______________.
4. An elephant's nose is called a ___________.
5. A strong pull is a _____________.
6. Write a sentence using the word squeeze.

____

____

THE CAT IN THE HARDWARE STORE

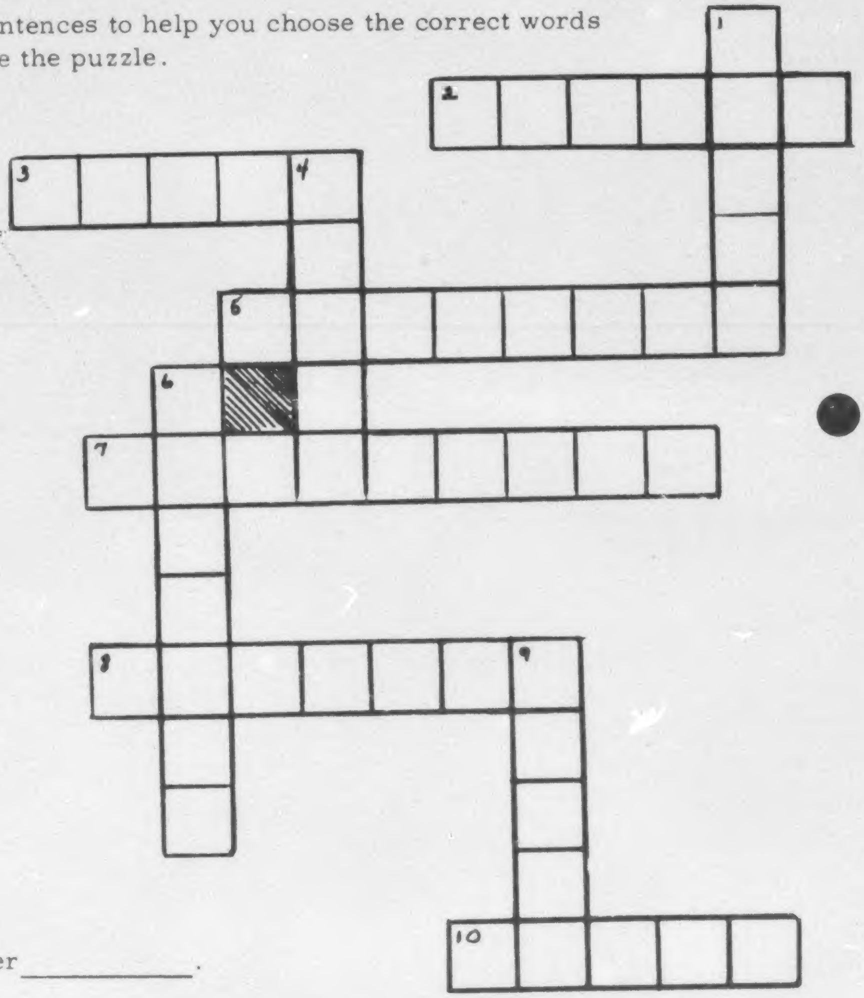
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Cat In The Hardware Store*, Splendid Journey, T.M., pgs. 199-206.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. The bicycle Mark wanted was in the ______________.

3. Mark rubbed Toby to __________ him.

5. Mark passed the _______ store every morning.

7. Mark ________ money for his papers on Saturdays.

8. ________ jumped off the truck.

10. They hurried into the ____________.

DOWN

1. Mark had a newspaper ___________.

4. He would ___________ his hand along the glass.

6. Mark started his route early in the ____________.

9. Toby was happy during the day but lonely at ___________.

THE CAT IN THE HARDWARE STORE

SKILL:	COMPREHENSION STRATEGIES, Semantic Cues
LEVEL:	Primary III
MATERIALS:	Worksheet
PROCEDURE:	Make a duplicating master of this sheet. Use after *The Cat In The Hardware Store,* Splendid Journey, T.M., pgs. 200-204.
DIRECTIONS:	In each blank write the word that best completes the sentence.

route
collect
quiet
trail

1. To follow or drag along behind is to ________________.
2. To make little or no noise is to be ____________.
3. __________ means to get money that someone owes.
4. A certain way to go is a ____________.
5. Write a sentence using the word collect.

____

____

6. Write a sentence using the word route.

____

____

THE GIRL AND THE PAIL OF MILK

SKILL:	COMPREHENSION STRATEGIES, Semantic Cues
LEVEL:	Primary III
MATERIALS:	Worksheet
PROCEDURE:	Make a duplicating master of this sheet. Use after *The Girl And The Pail Of Milk*, Splendid Journey, T.M., pgs. 218-220.
DIRECTIONS:	In each blank write the word that best completes the sentence.

beautiful
moral
force
fable
pail
money

1. Coins and paper notes used in buying and selling things are ______________.
2. A bucket is a ___________.
3. A story, often about animals, that teaches a lesson to people is a _____________.
4. Something very pleasing to the eye is ____________________.
5. Power or strength is ________________.
6. The lesson a fable teaches is a ______________.
7. Write a sentence using the word force.

____

____

FABLES

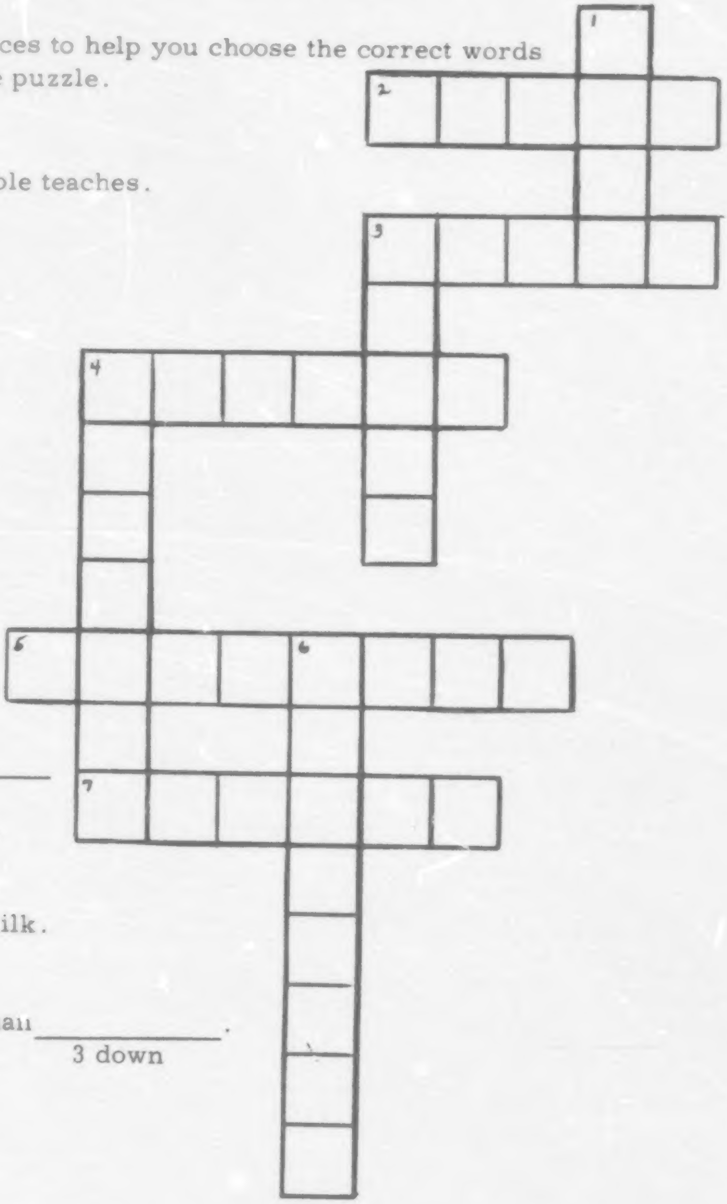
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The North Wind And The Sun*, Splendid Journey, T.M., pgs. 220-222.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



__________ is the lesson a fable teaches.
2 across

A story about animals that teaches you a moral lesson is a __________.
3 across

The fox was very __________.
4 across

The stork invited the fox to his house for __________.
7 across

Don't count your __________
5 across
before they're __________.
4 down

The girl had a __________ of milk.
1 down

__________ works better than __________.
6 down 3 down

HENNESSEY

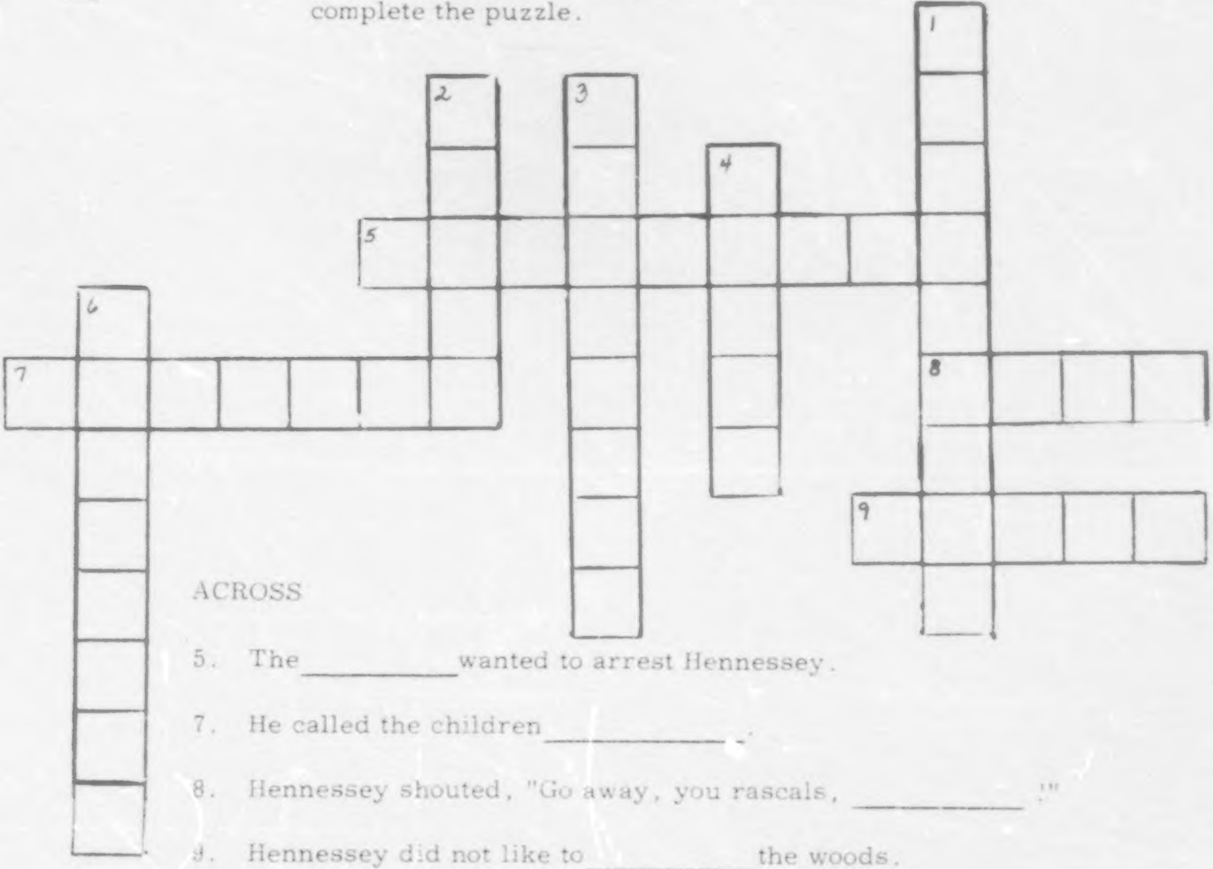
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Hennessey*, Splendid Journey, T.M., pgs. 232-239.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

5. The __________ wanted to arrest Hennessey.

7. He called the children __________.

8. Hennessey shouted, "Go away, you rascals, __________!"

9. Hennessey did not like to __________ the woods.

DOWN

1. __________ liked to live alone in the woods.

2. He liked the quiet of the __________.

3. The __________ did not sing or shout.

4. Hennessey shaved off his __________.

6. His clothes were __________ and torn.

HENNESSEY

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Hennessey*, Splendid Journey, T.M., pgs. 233-237.

DIRECTIONS: In each blank write the word that best completes the sentence.

woods
rascal
beard
leave
tattered

1. __________ means full of holes.
2. To let stay behind is to __________.
3. A small forest is a __________.
4. The hair growing on a man's face is a __________.
5. A person who teases or plays tricks is a __________.
6. Write a sentence using the word tattered.

____

____

THE SURPRISE

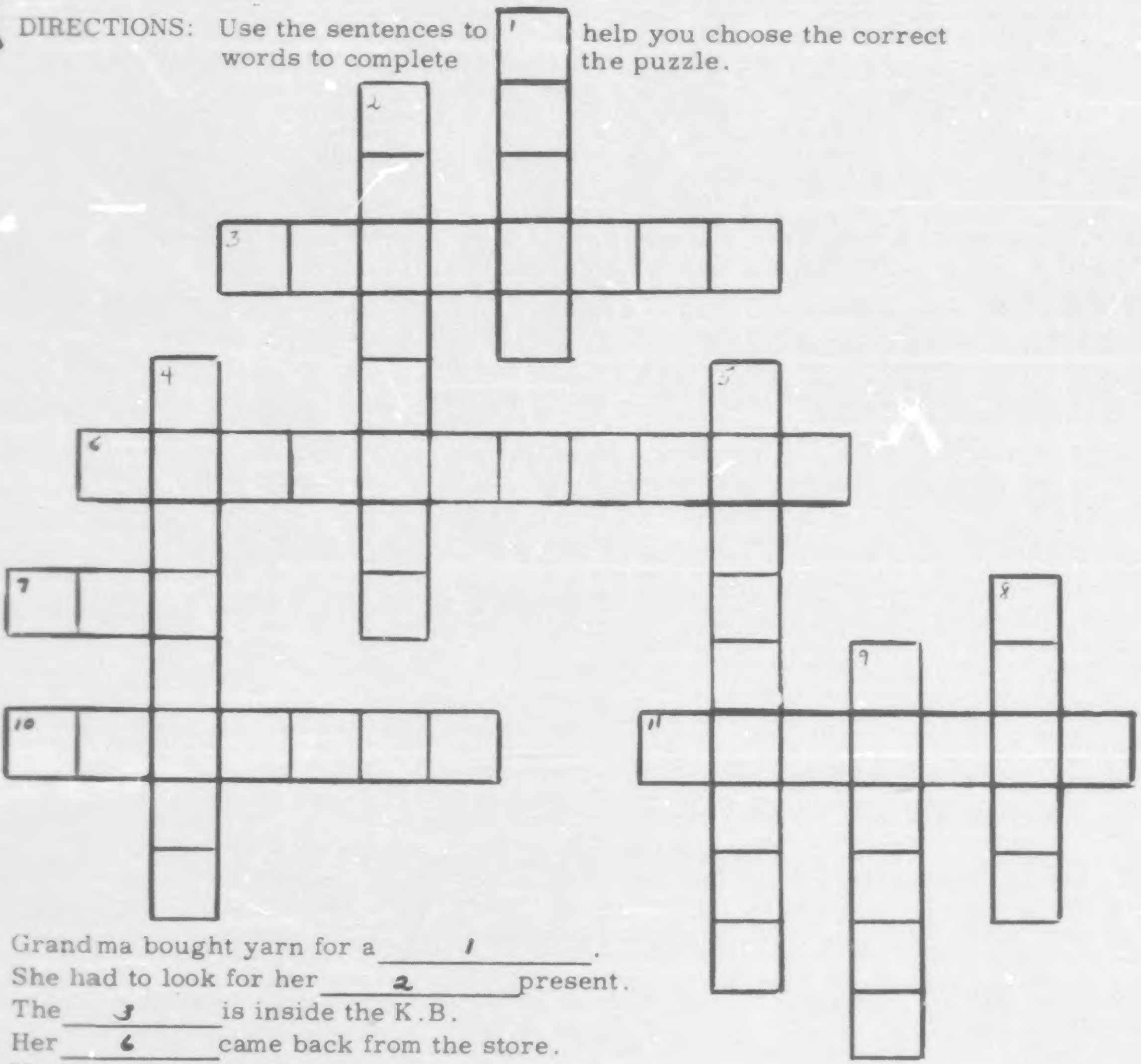
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Surprise*, Splendid Journey, T.M., pgs. 244-253.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



Grandma bought yarn for a _____1_____.
She had to look for her _____2_____ present.
The _____3_____ is inside the K.B.
Her _____6_____ came back from the store.
Maria _____7_____ her lip.
Grandma knitted her a _____5_____ _____10_____.
_____8_____ and _____11_____ are Maria's brothers.
It was _____9_____ birthday.
Her _____4_____ helped her look.

ON TOP OF SPAGHETTI

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *On Top Of Spaghetti*, Splendid Journey, T.M., pgs. 255-258.

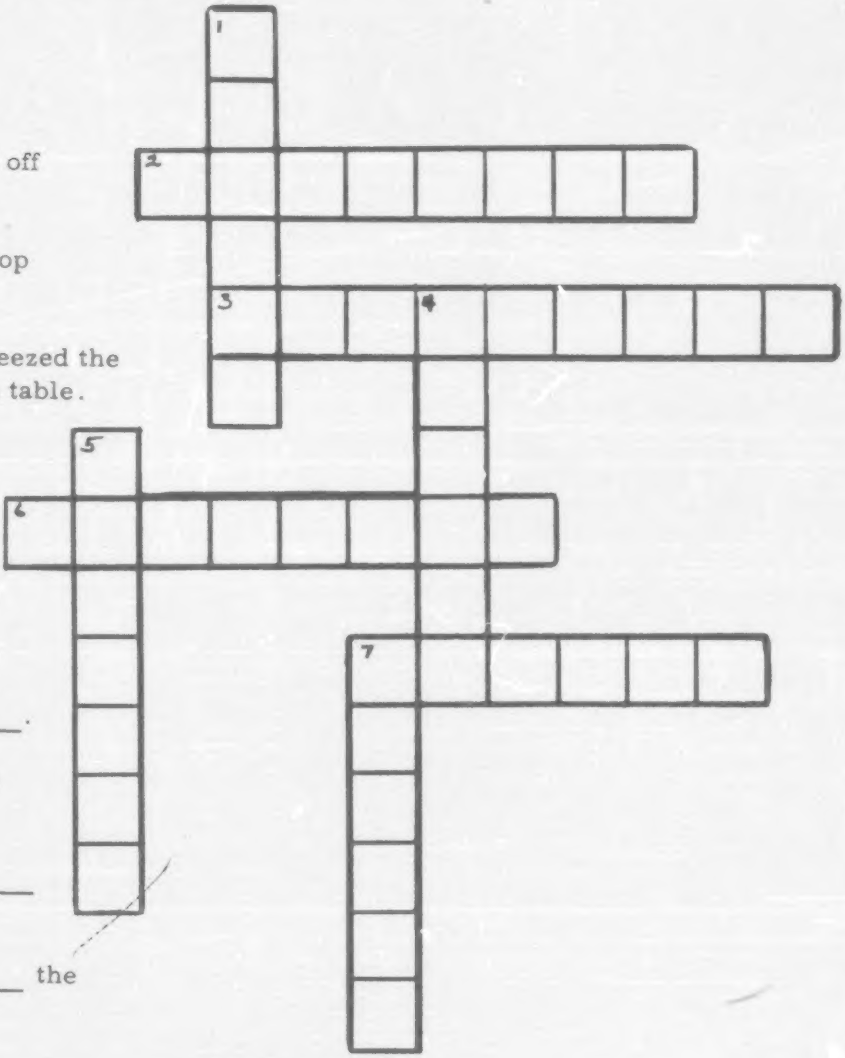
DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

2. The __________ rolled off the table.
3. The meatball was on top of __________.
6. When __________ sneezed the meatball rolled off the table.
7. Don't ever __________ or you'll lose your meatball.

DOWN

1. The spaghetti was all covered with __________.
4. The meatball rolled in a __________.
5. The tree was __________ with beautiful moss.
7. Early next __________ the tree grew meatballs.



EARLY MEN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Early Men*, Splendid Journey, T.M., pgs. 263-268.

DIRECTIONS: In each blank write the word that best completes the sentence.

hunter
rake
clay
thousand
smooth
cattle
change
tame
clear
glow

1. A kind of dirt that gets hard when it is baked is ____________.
2. A long-handled tool having a bar at one end and teeth at the other is a __________.
3. We say that an animal who is gentle is __________.
4. The number after 999 is one ____________.
5. Cows and bulls are called ____________.
6. A person who hunts is a ____________.
7. If something is free from roughness it is ______________.
8. Something clean and free from anything that makes it hard to see or understand is ______________.
9. The shine from something that is red-hot is a ____________.
10. To make different is to ____________.

THE FIRST DISHES

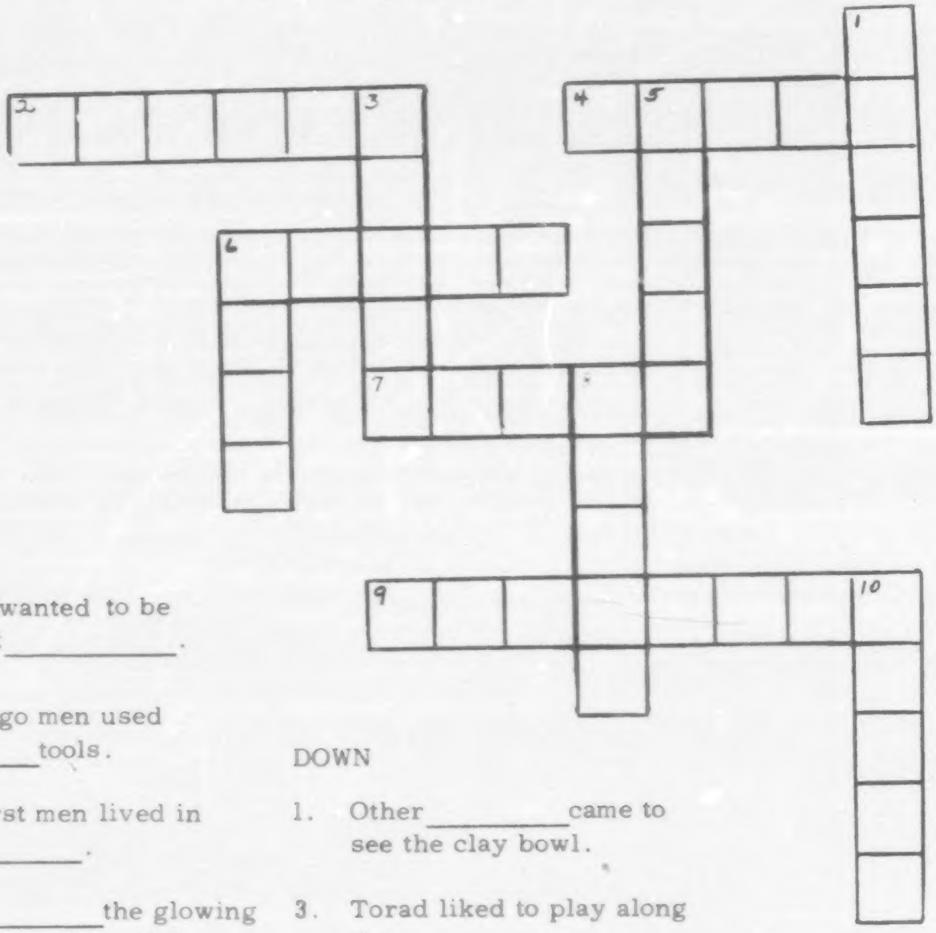
SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The First Dishes*, Splendid Journey, T.M., pgs. 264-268.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.



ACROSS

2. Torad wanted to be a great __________.

4. Long ago men used ________ tools.

6. The first men lived in __________.

7. Torad _______ the glowing bowl out with a stick.

9. Early men lived together in ______________.

DOWN

1. Other _________ came to see the clay bowl.

3. Torad liked to play along the __________.

5. ______ took the bowl to the river.

6. Torad made a big ________ ball.

8. ______ men were the first to tame wild dogs.

10. These men found _______ and learned how to grow plants.

STONE SOUP

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Stone Soup*, Splendid Journey, T.M., pgs. 279-286.

DIRECTIONS: In each blank write the word that best completes the sentence.

knocked	greedy
tube	cement

1. A small hollow container used for things is a ________________.
2. A soft material that hardens when it dries and makes things stick together is ______________.
3. To have tapped on a door is to have __________.
4. __________ means not wanting to share what one has.
5. Write a sentence using the word knocked.

   ____

   ____.

6. Write a sentence using the word greedy.

   ____

   ____

STONE SOUP

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Stone Soup*, Splendid Journey, T.M., pgs. 279-286.

DIRECTIONS: Use the sentences to help you choose the correct words to complete the puzzle.

ACROSS

2. He took the stone from his__________.

3. "I'm making____________soup," said the young man.

6. She thought the young man was__________.

8. The young man thought she was ____________.

DOWN

1. "Go away," the old_______said.

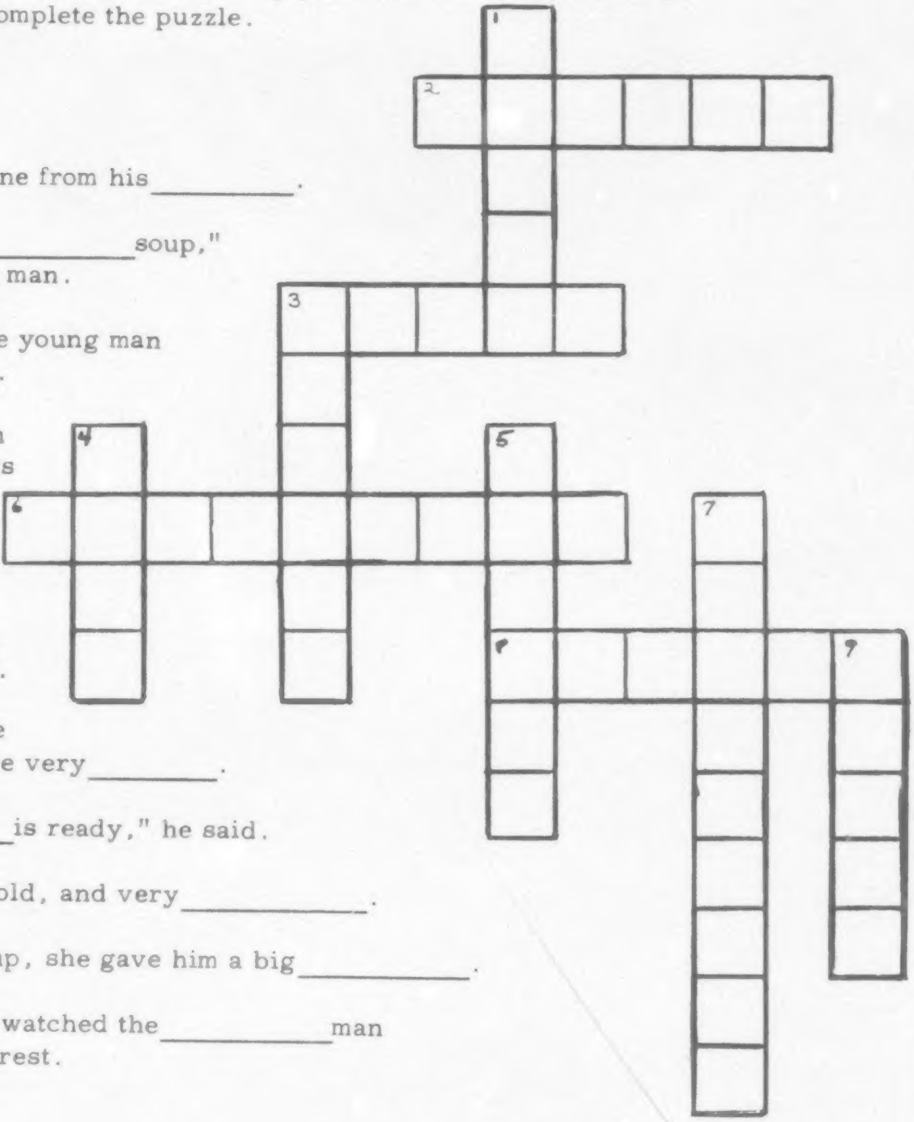
3. After eating the soup, they were very_________.

4. "The __________is ready," he said.

5. He was tired, cold, and very_____________.

7. When he woke up, she gave him a big____________.

9. The old woman watched the____________man walk into the forest.



SHADOW

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Shadow, Speeding Away*, T.M., pgs. 23-28.

DIRECTIONS: In each blank write the word that best completes the sentence.

van
trotter
palomino
dull
coat
rare
corral
gait

1. Any outer covering is a ____________.

2. Few or not usually found means ____________.

3. A cream colored horse whose mane and tail are usually lighter in color is a ____________.

4. Something that is not bright or clear is ____________.

5. The kind of steps used in walking is ____________.

6. A horse that trots is a ____________.

7. A covered truck or wagon is a ____________.

8. A pen for cattle, horses, or other animals is a __________.

9. Write a sentence using the world dull.

____

____

SHADOW'S NEW LIFE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Shadow's New Life,* Speeding Away, T.M., pgs. 29-34.

DIRECTIONS: In each blank write the word that best completes the sentence.

snort
ringmaster
fair
groom
mane
master
ring
narrow

1. To feed and take care of a horse is to______________.
2. The long heavy hair on the neck of a horse and some other animals is a____________.
3. A closed-in space for a show, race, or games is a____________.
4. If something is not wide it is_____________.
5. A show or sale of farm animals is a_____________.
6. A person in charge of performances in a ring is the____________.
7. A person who rules or commands is a___ ____________.
8. To__________means to force the breath violently through the nose with a loud harsh sound.

PECOS BILL

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Pecos Bill*, Speeding Away, T.M., pgs. 47-55.

DIRECTIONS: In each blank write the word that best completes the sentence.

eclipse
mustang
uncle
arch
king
bait
six-gun
tales
chaps

1. Stories are ____________.
2. Strong leather trousers without a seat worn by cowboys are ____________.
3. A gun that shoots six times without reloading is a ____________.
4. Anything used to attract fish or other animals so they may be caught is ______ ______.
5. The brother of your mother or father is your ____________.
6. A man who rules a country and its people is a ____________.
7. To pass from sight because light is cut off is an ____________.
8. To bend into a curve is to ______________.
9. A small wild or half-wild horse is a ____________.

CHUKA'S HAWK

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Chuka's Hawk*, Speeding Away, T.M., pgs. 89-94.

DIRECTIONS: In each blank write the word that best completes the sentence.

herd
eagle

mesa
flock

1. A small high plain with steep sides is a ______________.
2. A large strong bird that can see far is an ______________.
3. To take care of cattle or sheep is to ________________.
4. ____________ is a group of animals of one kind that stays together.
5. Write a sentence using the word eagle.

____

____

THE STORY OF WILLIAM PENN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Story Of William Penn*, Speeding Away, T.M., pgs. 114-123.

DIRECTIONS: In each blank write the word that best completes the sentence.

settlers
respect
wigwam
treaty
New World
join
nobleman
huge
simple

1. A man of noble rank or birth is a ______________.
2. Something that is plain is ______________.
3. If something is very large it is ______________.
4. North America and South America were called the ______________.
5. To come together is to ______________.
6. A hut of poles covered with skins. leaves, or bark made by Indians is a ______________.
7. The people who settle in a new country are sometimes called ______________.
8. An understanding signed by nations or people is a __________.
9. __________ means to show thoughtfulness for others.

INDIAN STEELWORKERS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Indian Steelworkers*, Speeding Away, T.M., pgs. 139-141.

DIRECTIONS: In each blank write the word that best completes the sentence.

skeleton sky-scraper nimble

1. The frame of a building or your body is a

   ____________________.

2. When someone is light or quick-moving, that

   person is __________________.

3. A very tall building is a ___________________.

4. Write a sentence using the word nimble.

   ____

   ____

5. Write a sentence using the word skeleton.

   ____

   ____

6. Write a sentence using the word sky-scraper.

   ____

   ____

THE WIND FROM THE SEA

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Wind From The Sea,* Speeding Away, T.M., pgs. 192-198.

DIRECTIONS: In each blank write the word that best completes the sentence.

start
thong
harness
carve
braid
whirl

1. Collar, reins, and bridle are parts of a ____________.
2. To move suddenly is to ____________.
3. To cut or to make by cutting is to ______________.
4. To spin or turn around and around is to ______________.
5. To __________ means to weave three or more pieces of material or hair together.
6. A __________ is a narrow strip of leather.

A CANDLE IN THE NIGHT

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *A Candle In The Night,* Speeding Away, T.M., pgs. 214-219.

DIRECTIONS: In each blank write the word that best completes the sentence.

gleam
prove
deed
brave

1. A helpful act is a good ______________.
2. To shine or send out a light is to ______________.
3. If a person is without fear or shows courage,
   he is ______________.
4. To show that a thing is true and right is
   to ______________ it.
5. Write a sentence using the word brave.
   ____
   ____
6. Write a sentence using the word deed.
   ____
   ____

PIONEERS IN SPACE

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Pioneers In Space,* Speeding Away, T.M., pgs. 238-242.

DIRECTIONS: In each blank write the word that best completes the sentence.

pioneer
capsule
rocket
orbit
pave
ocean
message

1. A person who goes first or does something first and prepares a way for others is a ____________.
2. The path of a man-made satellite around the earth is an ______________.
3. The part of a rocket that goes into orbit is the _____________.
4. A long tube that can shoot rapidly upward or forward is a _____________.
5. To ________ is to prepare or make easy.
6. A __________ is words sent from one person to another.
7. An __________ is a great body of salt water covering almost three fourths of the earth.

THE SHIP FROM ZURN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *The Ship From Zurn,* Speeding Away, T.M., pgs. 249-253.

DIRECTIONS: In each blank write the word that best completes the sentence.

payment
mission
planet
invisible
control
earth
canvas
chant
ore

1. One of the heavenly bodies that moves around the sun is a __________.
2. The planet on which we live is __________.
3. To be sent on some special work is a __________.
4. Sand, rock, or dirt containing metal is __________.
5. To talk in a sing-song way is to __________.
6. A strong cloth some tents are made of is called __________.
7. __________ is something that is paid.
8. A button or switch that runs a machine is a __________.
9. Something that can not be seen is __________.

WHO'S IN CHARGE OF LINCOLN

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after *Who's In Charge Of Lincoln?*, Speeding Away, T.M., pgs. 260-270.

DIRECTIONS: In each blank write the word that best completes the sentence.

settle
loot
haul
jam
yarn

1. To press or squeeze tightly is to ______________.

2. A tale or a story is a ____________.

3. To move to a new country or place is to ____________.

4. The amount taken at one time is a _______________.

5. Something stolen is _____________.

6. Write a sentence using the word jam.

____

____

7. Write a sentence using the word haul.

____

____

HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: In the sentences below, fill in each blank with the correct homonym.

1. Mary had on a ________ dress.	knew new
2. He could ________ someone walking.	hear here
3. The princess ________ in a golden coach.	rode road
4. The knight could ________ them coming.	see sea
5. What can you ________ for a penny?	by buy
6. Mat did not ________ the story.	know no
7. We will ________ after school.	meat meet
8. The teacher placed the books ________ the table.	own on
9. George wanted to eat more than one ________.	pear pair
10. Please return ________ lawnmower as soon as you finish.	hour our
11. Who ________ the baseball game?	one won
12. The wind ________ the kite out of sight.	blew blue

HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: In the sentences below, fill in each blank with the correct homonym.

1. The __________ was dusty and dark.	rode road
2. The __________ was burning brightly.	would wood
3. He will ________ his boat in the bathtub.	sail sale
4. The sky is very __________ today.	blue blew
5. Please give me _________ pieces of paper.	to two
6. The bus made a ________ turn at the corner.	write right
7. Hope ___________ where the puppy was hiding.	new knew
8. Bruce put a __________ in the rope.	knot not
9. The workmen had to replace the window ____________.	pane pain
10. Barbara could not __________ the pain.	bare bear
11. He was standing _________ the window.	by buy

HOMONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Fill in each blank with one of these words.

to too two

Saturday morning I went________the store. My friends wanted______go_______. The three of us like_______run from my house_____the store ______ see who can run the fastest. Ellen did not want_____ race this time. Dan and I raced_________the store and waited for Ellen to join us.

We all spoke______Mr. Pool, the manager, and he greeted us with a big smile. We asked him for________ boxes of candy. I wanted________pay for the boxes of candy, but Dan did_______. Mr. Pool told us_________ put our money back in our pockets. He gave the_______ boxes of candy to Ellen. Before Ellen could thank him, he gave her another box of candy. Mr. Pool wanted _______give us three boxes of candy. We all laughed and left the store with three boxes of candy.

SYNONYMS

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Draw a line from each word in the first column to a word that means the same in the second column.

1. high
2. funny
3. common
4. friend
5. end
6. empty
7. love
8. complete
9. aid
10. hard

tip
like
help
finish
amusing
difficult
tall
usual
pal
vacant

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use the clues in the first sentence to help you choose the correct phrase for the second sentence. Place X on the line next to the phrase you think is correct.

1. Once a year, many people will use their money to pay taxes to the Collector of Revenue.

   The Collector of Revenue is:

   ______one who collects new dimes.

   ______one who collects chairs.

   ______one who collects taxes.

2. The club treasurer bought our tickets for the circus.

   A Treasurer is:

   ______someone who paints pictures.

   ______someone who makes records.

   ______someone who's in charge of money.

3. The Mayor gave Chester the key to the city.

   The Mayor is:

   ______an army officer.

   ______head of a city government.

   ______a policeman.

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use the clues in the first sentence to help you choose the correct phrase for the second sentence. Place X on the line next to the phrase you think is correct.

1. The mechanic fixed the dent in father's car.

A mechanic is:

______someone who makes repairs.

______someone who bakes cakes.

______someone who sells cards.

2. The beautician washed Cherie's hair.

A beautician is:

______someone who fixes hair.

______someone who sews cloth.

______someone who makes dishes.

3. The photographer asked Joy to sit still and smile.

A photographer is:

______someone who sells papers.

______someone who pulls teeth.

______someone who takes pictures.

CONTEXT CUES

SKILL: COMPREHENSION STRATEGIES, Semantic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use clues in the first sentence to help you choose the correct word for the second sentence. Write the word you choose on the blank line.

1. The yellow dandelions in our yard were the first to bloom.

   Dandelions are ________________

   lights pencils flowers

2. The magnolia has pink blossoms at the tip of it's branches.

   The magnolia is a ______________

   library tree toy

3. The feline rubbed her soft furry coat against the leg of the chair.

   The feline is a ________________

   elephant snake cat

4. The mongoose destroys rats and poisonous snakes without being harmed.

   A mongoose is an __________

   trap hunter animal

BUILDING SENTENCES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 2-S

MATERIALS: Worksheet, scissors, paste

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Cut out the words at the bottom of the page. Use the words to make good sentences. Paste the sentences in the sentence spaces.

1. ____

2. ____

boy	in	A	boat	is	the
garden	The	the	girl	in	is

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read each sentence. If it sounds right, put an *X* under the happy face. If it sounds wrong put an *X* under the sad face.

1. Zip at see. ___ ___

2. Zip can play. ___ ___

3. Bill is are. ___ ___

4. Zeke see look. ___ ___

5. Mother can look. ___ ___

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

MATERIALS: Worksheet, scissors, paste

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the sentences. Cut out the words at the bottom of this sheet. In the space in each sentence paste the correct word.

1. A ________ is a pet.

2. I can play a ________.

3. You ________ in the boat.

4. I ________ a wagon.

5. ________ played in the park.

6. Boys ________ girls play.

- -

game   are   We   dog

have   and

BUILDING SENTENCES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 3-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Use after Read and Write (for Rolling Along) page 17.

DIRECTIONS: Cut out the words at the bottom of the page. Use the words to make good sentences and paste them in the sentence spaces.

1. ______________________________

2. ______________________________

3. ______________________________

little	One	is dog		
went	I	the	store	to
big	Find	a	girl	

WHO OR WHAT?

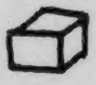
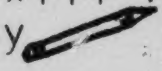
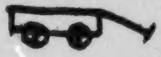
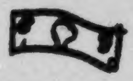
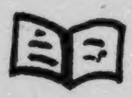
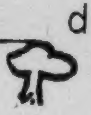
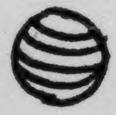
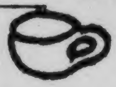
SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the questions on chalkboard. Read the directions with the pupils.

DIRECTIONS: In the questions below, *who* should be used when the missing word refers to a person and *what* should be used when the missing word refers to a thing. In each blank, write *who* or *what* to complete each question.

1. ______ is in the  ?
2. ______ will help me to find my  ?
3. ______ wants a ride in my  ?
4. ______ can we get with a  ?
5. ______ can read this  ?
6. ______ do you see next to the  ?
7. ______ will throw the  to Ned?
8. ______ will you put into the  ?

MAKE A SENTENCE

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary I

MATERIALS: Two sets of word cards

PROCEDURE: Divide the group into two teams. The teams sit or stand in line. Place two sets of word cards in random order on the chalkboard ledge. At the signal, "Go!", the first player on each team rushes up to unscramble the words and make a sentence. At the signal, "Stop!", both players stop. If the sentence is correct, the player's team gets one point. Continue game with next player from each team. The team with the greater number of points wins.

Variation: The game can also be played with phrases.

Follow-up: Have each pupil write five sentences.

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 5-S and up, 4-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

DIRECTIONS: Read the sentences below. In the blank in each sentence write *like* or *likes*. Use *like* after I, you, we, or they. Use *likes* after he, she, or it.

1. I__________to play football.
2. She__________her new roller skates.
3. Do you__________to go swimming?
4. I have a puppy. It________ to eat from my hand.
5. He_________cookies and milk for a snack.
6. We_________our records and books.
7. They________listening to music as they work.

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 5-S and up, 4-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

DIRECTIONS: Read the sentences below. In the blank in each sentence write *worked* or *working*. Use *worked* after has and had. Use *working* after is, was, am, were, and are.

1. We are ______________ on a new school play.

2. He ________________ in the yard for an hour.

3. They ______________ on the decorations for the party.

4. Were they ____________ in the yard Saturday?

5. We ________________ together on the play.

6. I am ____________ on my costume.

7. She has ______________ on that dress all afternoon.

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or write the words on the chalkboard.

DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. bunny ____________________
2. city ____________________
3. cooky ____________________
4. knife ____________________
5. mouse ____________________
6. baby ____________________
7. leaf ____________________
8. candy ____________________
9. pony ____________________
10. wolf ____________________

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or put the words on the chalkboard.

DIRECTIONS: From each word in the first column draw a line to its plural form in the second column and then to its plural form for ownership in the third column.

	PLURAL FORM	PLURAL OWNERSHIP
1. thief	bunnies	calves'
2. girl	girls	girls'
3. bunny	churches	thieves'
4. church	babies	babies'
5. baby	calves	bunnies'
6. calf	flies	berries'
7. fly	theives	flies'
8. berry	berries	churches'

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or put the words on the chalkboard.

DIRECTIONS: From each word in the first column draw a line to its plural form in the second column and then to its plural form for ownership in the third column.

		PLURAL FORM	PLURAL OWNERSHIP
1.	woman	children	rabbits'
2.	deer	rabbits	turkeys'
3.	rabbit	deer	mice's
4.	child	mice	blankets'
5.	turkey	blankets	deer's
6.	mouse	monkeys	women's
7.	blanket	women	children's
8.	fox	pancakes	monkeys'
9.	pancake	turkeys	pancakes'
10.	monkey	foxes	foxes'

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or write the words on the chalkboard.

DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. telephone ____________________
2. pony ____________________
3. river ____________________
4. dog ____________________
5. knife ____________________
6. kitchen ____________________
7. street ____________________
8. candy ____________________
9. house ____________________
10. child ____________________

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or write the words on the chalkboard.

DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. man ____________________
2. puppy ____________________
3. shelf ____________________
4. wolf ____________________
5. woman ____________________
6. wife ____________________
7. elf ____________________
8. life ____________________
9. lady ____________________
10. self ____________________

PLURAL ENDINGS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or write the words on the chalkboard.

DIRECTIONS: On the line after each word write the form of the word that means more than one.

1. mouse ____________________
2. bunn ____________________
3. kitchen ____________________
4. monkey ____________________
5. elf ____________________
6. man ____________________
7. tomato ____________________
8. city ____________________
9. wagon ____________________
10. bathtub ____________________

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or write the words on the chalkboard.

DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing ('s). On the second line write the form of the word which shows ownership by more than one person or thing.

1. sheep ______________ ______________
2. child ______________ ______________
3. monkey ______________ ______________
4. mouse ______________ ______________
5. rabbit ______________ ______________
6. kitchen ______________ ______________
7. man ______________ ______________
8. turkey ______________ ______________
9. boat ______________ ______________
10. church ______________ ______________

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or put the words on the chalkboard.

DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing. On the second line write the form of the word which shows ownership by more than one person or thing.

1. mother ____________________ ____________________
2. lady ____________________ ____________________
3. city ____________________ ____________________
4. boy ____________________ ____________________
5. blanket ____________________ ____________________
6. calf ____________________ ____________________
7. bunny ____________________ ____________________
8. deer ____________________ ____________________
9. magnet ____________________ ____________________
10. bird ____________________ ____________________

OWNERSHIP WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master or put the words on the chalkboard.

DIRECTIONS: On the first line after each word write the form of the word which shows ownership by one person or thing ('s). On the second line write the form of the word which shows ownership by more than one person or thing (s').

	OWNERSHIP BY ONE	OWNERSHIP BY MORE THAN ONE
1. boy		
2. dog		
3. bird		
4. farmer		
5. girl		
6. robot		
7. teacher		
8. mother		

CHOOSING CORRECT WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read the sentences below. In the blank space in each sentence write the correct form of the word in parenthesis.

1. The girl is wearing her (sister) ______________ dress.
2. The robber took the (lady) ______________ money.
3. Ted brought two (peach) ______________ to school.
4. (Sally) ______________ dress was all tattered and torn.
5. The (baby) ___________ rattle feel on the floor.
6. Here are six (knife) ____________ and six forks.
7. The (deer) ____________ antlers were broken.
8. The piano (key) _________ were stuck and out of tune.
9. The (leaf) ____________ were blowing all about.
10. The (mouse) ____________ tail was caught in the trap.

CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

1. he's	______she is
2. they're	______he will
3. she's	______it is
4. we're	______we would
5. it's	______they are
6. you're	______we are
7. he'll	______she would
8. we'd	______he is
9. you'll	______you are
10. she'd	______you will

CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or put sentences on chalkboard. Read the directions with the pupils.

DIRECTIONS: Read the pairs of sentences. In each blank in the second sentence write the contraction that means the same as the two words in the first sentence.

1. John is not going.

   John __________ going.

2. Mary was not home.

   Mary __________ home.

3. He will come later.

   ________ come later.

4. They are not home yet.

   They ________ home yet.

5. James could not stay late.

   James __________ stay late.

6. I am going to.

   __________ going too.

7. They will come early today.

   ________ come early today.

wasn't

I'm

isn't

couldn't

They'll

He'll

aren't

CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: In each blank write the word which best completes the sentence.

1. Timothy ____________ find his way home.
   isn't
   can't

2. Harold ___________ seen Keith.
   hasn't
   haven't

3. Anita and Dolly __________ eating.
   aren't
   isn't

4. David and Raymond _________ at home.
   weren't
   wasn't

5. Ferris __________ at school.
   weren't
   wasn't

6. Donald __________ winning the race.
   hadn't
   isn't

7. Mrs. Turner __________ find the chalk.
   doesn't
   didn't

8. Paul __________ stand too near the fire.
   shouldn't
   hasn't

9. Mark was unhappy because he ____________ find his homework.
   isn't
   couldn't

10. Ruth _________ like to be alone.
    don't
    doesn't

CONTRACTIONS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

1. I'd
2. let's
3. they'll
4. I'm
5. I'll
6. wasn't
7. haven't
8. you've
9. that's
10. hadn't

______they will

______I would

______that is

______you have

______was not

______had not

______I am

______I will

______have not

______let us

CONTRACTIONS

SKIL L: COMPREHENSION STRATEGIES, Syntactic Cues
LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Match each contraction with the group of words it stands for by writing the number of the contraction on the line.

1. can't
2. didn't
3. couldn't
4. shouldn't
5. wouldn't
6. won't
7. don't
8. doesn't
9. aren't
10. weren't

______should not
______will not
______can not
______would not
______did not
______could not
______does not
______do not
______were not
______are not

SUFFIXES -ER and -EST

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the words below. In each word change the *y* to *i* before adding *-er* and *-est*.

1. Happy ______________ ______________

2. Noisy ______________ ______________

3. Pretty ______________ ______________

4. Angry ______________ ______________

5. Merry ______________ ______________

6. Heavy ______________ ______________

7. Hungry ______________ ______________

8. Lazy ______________ ______________

9. Fluffy ______________ ______________

10. Lucky ______________ ______________

THE SUFFIX -LY

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the words below. In each word change the *y* to *i* and add *-ly*.

1. Happy Happi + ly = Happily

2. Noisy ______________ = ______________

3. Pretty ______________ = ______________

4. Angry ______________ = ______________

5. Merry ______________ = ______________

6. Heavy ______________ = ______________

7. Hungry ______________ = ______________

8. Lazy ______________ = ______________

9. Fluffy ______________ = ______________

10. Lucky ______________ = ______________

THE SUFFIXES -ES

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the words below. In each word change the *y* to *i* and add *-es*.

1. Hurry Hurri + es = Hurries
2. Carry ________ = ________
3. Sky ________ = ________
4. Marry ________ = ________
5. Family ________ = ________
6. Party ________ = ________
7. Baby ________ = ________
8. Country ________ = ________
9. Fly ________ = ________
10. Try ________ = ________

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: On the line after each sentence write 1 when *un-* means *not*. Write 2 when *un-* means *do the opposite of.*

1. Gwen's telephone bill is still unpaid. ________
2. Joe was unhappy. ________
3. The poem is by an unknown author. ________
4. The egg is unbroken. ________
5. Her story was untrue. ________
6. It's time to undress for your bath. ________
7. She tried to unchain the door. ________
8. Valerie couldn't unbutton her coat. ________
9. Donald untied his shoelaces. ________
10. The letter was unsigned. ________

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: On the line after each word write 1 when *un-* means *not*. Write 2 when *un-* means *do the opposite of*.

1. uneaten __________
2. unhatched __________
3. uneven __________
4. unbutton __________
5. unwelcome __________
6. unchain __________
7. unlock __________
8. unknown __________
9. unpaid __________
10. unwrap __________

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the words below and decide which words *un-* could be added to. Write the prefix *un-* on the line before the words you choose.

1. ______tied
2. ______machine
3. ______dressed
4. ______signed
5. ______stone
6. ______hatched
7. ______happy
8. ______fold
9. ______even
10. ______tidy
11. ______sound
12. ______money
13. ______worked
14. ______wearing
15. ______beach
16. ______help
17. ______welcome
18. ______fasten
19. ______hurt
20. ______told

THE PREFIX UN-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: On the line after each word write 1 when *un-* means *not*. Write 2 when *un-* means *do the opposite of*.

1. unhappy __________
2. undressed __________
3. unbroken __________
4. unfasten __________
5. unliked __________
6. unfold __________
7. untied __________
8. unsigned __________
9. unfriendly __________
10. untrue __________

THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the sentences below. Complete each sentence with the correct root word and the prefix *re-*.

1. When you make a mistake in your typing, you may have to ______________ it.
2. When you forget what you have learned, you have to __________ it.
3. Brenda did not fold her paper correctly, so she will have to ___________ it.
4. When the lines came off the chalkboard, the board had to be _____________.
5. Carl cut the paper wrong and had to ___________ it.
6. When the wire in the lamp broke, the lamp had to be _____________.
7. Amy spoiled her painting and had to ____________ it.

THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the sentences below. On the line after each sentence write 1 when *re-* means *again*. Write 2 when *re-* means *back*.

1. Sally will have to recopy her work. ____________
2. I will repay you tomorrow. ____________
3. Please replace the chairs. ____________
4. Lila wanted to reopen the door. ________
5. Walter wanted to renew the friendship. _____________
6. Did you recount the pennies? ____________
7. The rabbit finally reappeared. ___________
8. When did Nancy return from the store? ____________
9. Juanita wanted to rename the story. ____________
10. We will refund the money tonight. ___________

NAMING WORDS

SKILL:	COMPREHENSION STRATEGIES, Syntactic Cues COMPREHENSION SKILLS, Literal Comprehension
LEVEL:	Primary III
MATERIALS:	Worksheet
PROCEDURE:	Make a duplicating master of this sheet.
DIRECTIONS:	In each sentence below, a naming word is underlined. On the line at the end of each sentence write 1 if the underlined word is used to name a person. Write 2 if it names a place. Write 3 if it names a thing.

1. The telephone is ringing. __________
2. Mother was cooking dinner. __________
3. Father came home early. __________
4. Lynn watered the plants today. __________
5. The car had a flat tire. __________
6. Earl will collect the papers. __________
7. Chip will go to church on Sunday. __________
8. Marie went to bed early. __________
9. The bicycle was in the driveway. __________
10. Books covered the table. __________
11. We went to Forest Park to see the animals. __________
12. His clothes were torn by the thorns. __________
13. Have you ever been to Yellowstone National Park? __________
14. The benches in the park were painted bright colors. __________

THE PREFIX RE-

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the sentences below. On the line after each sentence write 1 when *re-* means *again*. Write 2 when *re-* means *back*.

1. Cherie will have to rewax the table. __________
2. The fire went out so Bob had to relight it. __________
3. Edna forgot the poem and had to relearn it. __________
4. Krystal had to refill the pail after Tippy tipped it over. __________
5. Ann recovered her lost mittens. __________
6. The window reflected his image. __________
7. Please return my pencil tomorrow. __________
8. Mrs. Mayberry let us reuse the box. __________
9. Jackie had to rewrite her paper. __________

DESCRIBING WORDS

SKILL:	COMPREHENSION STRATEGIES, Syntactic Cues COMPREHENSION SKILLS, Literal Comprehension
LEVEL:	Primary III
MATERIALS:	Worksheet
PROCEDURE:	Make a duplicating master of this sheet.
DIRECTIONS:	In each sentence below a describing word is underlined. On the line at the end of each sentence write 1 if the underlined word tells how the action takes place. Write 2 if it tells when the action takes place. Write 3 if it tells where the action takes place.

1. The little girl looked beautiful. __________
2. He will mow the lawn Saturday. __________
3. The flowers smell sweet. __________
4. The teacher took us to the library. __________
5. The bird was in the cage. __________
6. She closed the door quickly. __________
7. Hope was absent this morning. __________
8. We had our party yesterday. __________
9. The rain did not stop until later that evening . __________
10. Mother parked the car in the driveway. __________
11. John was released from the hospital at ten o' clock. __________
12. We have a family reunion every Christmas. __________

ACTION WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Each sentence below has an action word missing. Read the sentences. In each blank write an action word that makes sense in that sentence.

1. Nancy __________ all of the cookies.
2. Dolly __________ her new dress.
3. George __________ his dog for a walk.
4. The rabbit __________ across the grass.
5. Pippy __________ her horse to school.
6. The wind ______ the door open.
7. Father let me __________ the new car.
8. I like to __________ my kite high in the sky.
9. Albert __________ to a birthday party.
10. John __________ his dog to the hospital.
11. Ann remembered to __________ the door.
12. Timothy __________ his pencils and books.
13. Thelma __________ her new umbrella.
14. Jackie __________ to see what had happened.

WORD FORMS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: In each blanks below, write the word that best completes each sentence.

splash splashed splashing

1. Larry jumped into the pool with a big ________________. He ____________ water into everyone's face. Everyone began ______________ water on him.

****

skate skates skating skated

2. Thelma got new __________ for her birthday. She went looking for someone to ___________ with her. She ______________ around the block and saw Louise ______________ toward her.

****

dance danced dancers dancing

3. Edna and John were going ____________. They were very good _____________ and usually _________________ every ________________.

WORD FORMS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: In each blanks below, write the word that best completes each sentence.

hatch hatched hatches hatching

1. How long will it take for the egg to ______________?

Will it be ______________ before I go home. If this

egg ______________, more will be ______________

next time.

****

learn learned learner learning

2. We are ______________ a new poem. It is almost like

the one we __________ last week. This one will be

easy to ______________.

****

whisper whispered whispering

3. Let's play "gossip!" I'll ______________ something into

your ear and each person will pass the message to the

next person by ______________. The last person will

tell what was ____________ into her ear.

DESCRIBING WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues
COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or put the sentences on the chalkboard.

DIRECTIONS: Read the sentences below. On the line after each sentence write 1 if the underlined describing word tells *what kind*. Write 2 if the describing word tells *how many*. Write 3 if the describing word tells *which one*.

1. Nina lives in a brick house.____
2. Norma has read six books. ____
3. Father planted a pine tree. ____
4. That man has a cold.____
5. St. Louis is a big city.____
6. Mother baked three cakes today.____
7. Glenn ate the chocolate candy.____

WORD FORMS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: In each blanks below, write the word that best completes each sentence.

walk walked walker walking

1. Andy was a dog____________. He enjoyed his job because he liked to____________. One day he ____________all day. Andy enjoyed____________ the dogs.

****

talk talked talker talking

2. My sister Glenda is the biggest____________in our house. She will even____________to the flowers and trees. One day Glenda ____________on the telephone for two hours. She was____________to her friend Jackie.

****

invent inventor inventions invented

3. Thomas Jefferson was a good____________. He ____________many useful things. One of his ____________was the dumbwaiter. I believe he could____________anything.

CHOOSING CORRECT WORDS

SKILL: COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read the sentences below. In the blank in each sentence write a describing word that makes sense in the sentence.

1. Stacey was wearing a ____________ coat.
2. Robert is such a ___________ boy.
3. Marcie broke ____________ glasses.
4. Kevin went to the _____________ store.
5. Father likes to eat ____________ cake.
6. The ___________ ice cream was soon eaten.
7. Harold found his ___________ gloves.
8. Gerry likes to eat _____________ eggs everyday.
9. The ___________ ride was too short.
10. Michael wanted to buy a _____________ jacket.

THE BUS RIDE

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Put an *X* in the box if the sentence tells about something that happened in the story.

☐ 1. A boy got on the bus.

☐ 2. A girl got on the bus.

☐ 3. The balloon got on the bus.

☐ 4. A fish got on the bus.

☐ 5. The bee got off the bus.

☐ 6. A horse got off the bus.

☐ 7. A man got off the bus.

☐ 8. A sandwich got off the bus.

THE BUS RIDE

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: On the line after each sentence write *yes* if the sentence tells something that happened in the story. Write *no* if the sentence tells something that did not happened in the story.

1. A girl got on the bus. ____

2. A ball got on the bus. ____

3. A fox got on the bus. ____

4. The bus went fast. ____

5. The raccoon got on the bus. ____

6. A raccoon got off the bus. ____

7. A bee got off the bus. ____

MAKE YOUR OWN TAKE HOME BOOKS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2S

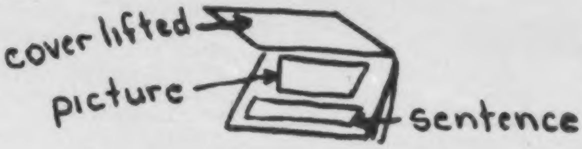
MATERIALS: Level 2 Studybook, manila paper, paste, scissors

PROCEDURE: After completing pages 26-31 in the Level 2 Studybook, tear out pages 26 and 27 ("A Balloon Ride") from each pupil's book. Distribute these pages along with scissors, paste, and six pieces of 9" x 6" manila paper (which you have folded in half and stapled at the top).
Demonstrate each of the following steps and work along with the children.

Have the children:

Cut the blue title "A Balloon Ride" and paste it on the front of the book (made with the manila paper).

Lift up the front cover (on which the title has been pasted) and paste the first picture from page 26 on the next sheet in your book (lower page).



Then cut the first sentence, *A hippopotamus got a green basket* , and paste it under the corresponding picture.

Continue until all the pictures and sentences have been matched and pasted. Cut the questions and answers and paste them on pages too.

Try it! The children will like them!

Extension: Make books for:

The Animals Picnic (Pgs. 50-51) after completing page 53 with the children.

Toby and His Turtle (Pgs. 58-59) after completing page 61 with the children.

The Monkey and His Jeep (Pgs. 76-77) after completing page 80 with the children.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I (2-S)

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use it as a follow-up after introducing the sounds *b* and *g*.

DIRECTIONS: Read and draw the pictures.

A girl is looking at a bird.

The box is in the garden.

HEAD TO FEET

SKILL: COMPREHENSION Skills, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Use after Level 2-S, T.M., pages 102-106. Make a duplicating master and read directions with the pupils.

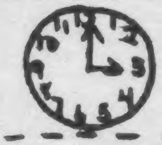
DIRECTIONS: Cut out pictures at the bottom of this sheet. Paste in each box the picture that best completes that sentence.

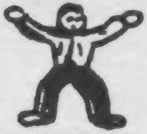
1. A ☐ has four legs.

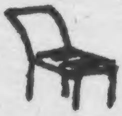
2. A ☐ has one head and one foot.

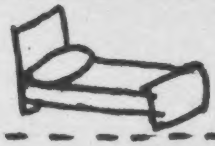
3. A ☐ has one face.

4. A ☐ has two arms.









HEAD TO FEET

SKILL: COMPREHENSION Skills, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Use after Level 2-S, T.M., pages 102-106. Make a duplicating master and read directions with the pupils.

DIRECTIONS: On the line after each sentence write *yes* for true and *no* for false.

1. A boy has two feet.______

2. A girl has four hands.______

3. A bed has one foot.______

4. A man has two hands.____

5. A girl has one leg.______

6. A bed has two heads.____

7. A man has one back.______

8. A boy has one face.______

THE LION'S TAIL

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Use after Level 2-S, T.M., pages 117-121. Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Put an X in the box before each sentence if it happened in the story.

1. A goat couldn't find his tail.______

2. A mouse looked in front of the lion.______

3. The turtle looked behind the lion.______

4. A monkey gave the lion a tail.______

5. The lion was sad.______

6. The tail was under the lion.______

THE LION'S TAIL

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Use after Level 2-S, T.M., pages 117-121. Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: On the line after each sentence write *yes* for true and *no* for false.

1. Did the mouse find the lion's tail?______

2. Did the turtle find the lion's tail?______

3. Did the monkey have a tail?____

4. Did the lion say, "Why are you sad?"______

5. The monkey looked for the tail.______

6. The turtle said, "I can't find my tail.______

7. Mr. Lion got up.______

8. The tail was under the lion.___

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master and use after "Rudy's New Red Wagon," Level 2, T.M., pages 185-188.

DIRECTIONS: Read the sentences and draw the pictures.

Rudy got a new red wagon.

He liked to ride in it.

DIRECTIONS: Read the sentences and draw the pictures.

Rudy liked to go down the hill in it.

He put the wagon in his bed.

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master and use after "Rudy's New Wagon," Level 2, T.M., pgs. 185-188. Read the directions with the pupils.

DIRECTIONS: On the line after each sentence write *yes* if the sentence is true and *no* if the sentence is false.

1. Rudy got a new yellow wagon.______

2. Rudy got a new yo-yo.______

3. Rudy put toys in the wagon.______

4. Rudy went fast.______

5. Rudy put the wagon in his bed.______

6. Rudy liked to sleep in the wagon.______

RUDY'S NEW RED WAGON

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-S

MATERIALS: Worksheet, scissors, paste

PROCEDURE: Use after "Rudy's New Red Wagon", Level 2, T.M., pgs. 185-188. Read the directions with the pupils.

DIRECTIONS: Cut out the words at the bottom of the page. In each space paste the word that fits best in that sentence.

1. Rudy has a new red__________.
2. __________liked to go fast.
3. He__________to sit in it.
4. He liked to go to the________.
5. He liked ________to go down the hill in it.
6. He put it in his______________.
7. __________Rudy couldn't get in the bed.

wagon	He	bed	to
park	Then	liked	

GOLDILOCKS AND THE THREE BEARS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and use after Ready to Roll T.M., pages 19-35.

DIRECTIONS: Check the word that best completes the sentence.

1. Father is a_____bear.

little ☐
big ☐
two ☐

2. Goldilocks went to______.

go ☐
sleep ☐
is ☐

3. The bears went for a______.

walk ☐
the ☐
up ☐

4. Goldilocks____a little house.

is ☐
the ☐
saw ☐

5. Goldilocks ate the_____.

porridge ☐
bed ☐
chair ☐

DRAW THE PICTURE

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 2-OH

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet and read the directions aloud with the children.

DIRECTIONS: Read the sentence in each box. Draw a picture that goes with the sentence.

Goldilocks saw a little house.	Goldilocks broke the chair.
Goldilocks went to sleep.	The three bears came home.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OE and up

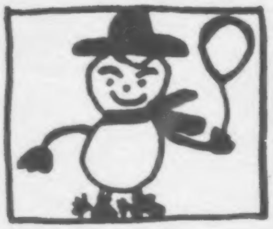
MATERIALS: Chalkboard or chart paper, lined and plain paper, crayons

PROCEDURE: The following seatwork/art work project will reinforce the use of the words, first, next and last and provide practice in sequencing. Put the directions on the chalkboard or chart paper. Instruct children to read, write, and follow the directions. Have paper available for the children to complete the art project.

MAKE A FOOT PICTURE

You can make a cowboy, spaceman or witch with your feet.

First, get a piece of paper and a crayon.



Next, put your shoe on the paper and draw around it.

Next, put arms and legs on the foot person.

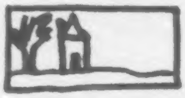
Last, add hair, clothes and a face to make a person.

Variation: In addition to materials listed above, scissors are used in the following activity.

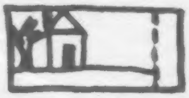
MAKE A SPOOKY HOUSE

First, get a piece of paper, crayons and scissors.

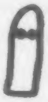
Next, draw an old spooky house.



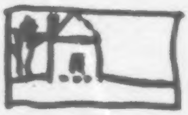
Next, cut a strip of paper from one side.



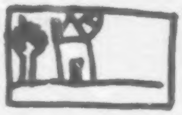
Next, draw a ghost on the strip.



Next, cut holes in the bottom and top of the house.



Last, put the ghost in the holes and make him pop up.



FOLLOWING DIRECTIONS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard or chart

PROCEDURE: Put the following sentences and boxes on the chalkboard or chart paper. Instruct children to write the sentences and follow the directions for filling the boxes. When the boxes are filled, a word will result.

WHAT CAN YOU SPELL?

1. Put y in the last box.
2. Put m in the first box.
3. Put e in the box before y.
4. Put o in the box after m.
5. Put k in the box before e.
6. Put n in the box between o and k.

☐ ☐ ☐ ☐ ☐ ☐

Write the secret word on this line ______________________

ENVELOPE PUPPETS

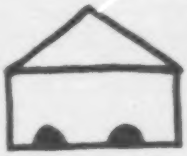
SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard or chart paper, crayons, envelopes and scissors

PROCEDURE: This seatwork/art work project will reinforce the use of the words, first, next and last and provide practice in sequencing. Put the directions on the chalkboard or chart paper. Instruct children to read, write and follow the directions. Have paper available for the children to complete the art project.

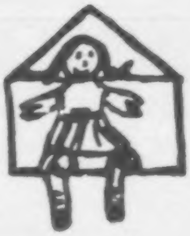
First, get an envelope, scissors and crayons.



Next, cut two holes on the bottom of the envelope.

Next, draw a head on the flap.

Next, draw a body and color the puppet.



Last, put your fingers in the holes so your puppet can walk.

MAIN IDEAS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I and up

MATERIALS: Old and current TV guides

PROCEDURE: From listings in TV guides, discuss the children's favorite kinds of programs and movies, horror, love, etc. Work with a small group at a time so that each pupil can participate.

Read a description or synopsis from a TV guide and ask students, "Which of you would like this kind of story?" "Why do you think John would like this story?"

From the back of a TV guide choose a summary of a movie that some children may have seen. Read the summary aloud and ask if anyone has seen a movie like this. Have pupils who saw the movie tell the others about it. As the children become more familiar with the activity, each summary may be narrowed down to one sentence.

SILLY SENTENCES

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-S and up, 3-OH and up

MATERIALS: Chalkboard

PROCEDURE: Put the following sentences on the chalkboard.

DIRECTIONS: Copy the questions on your paper. In each blank write *yes* or *no* to answer the questions.

1. Can a cat bark in the dark?_____
2. Can an elephant stand on an egg?_____
3. Can a pig eat a big pie?_____
4. Can you tell a joke to a pot?_____
5. Can you open an umbrella under a mule?_____

THEN WHAT HAPPENED?

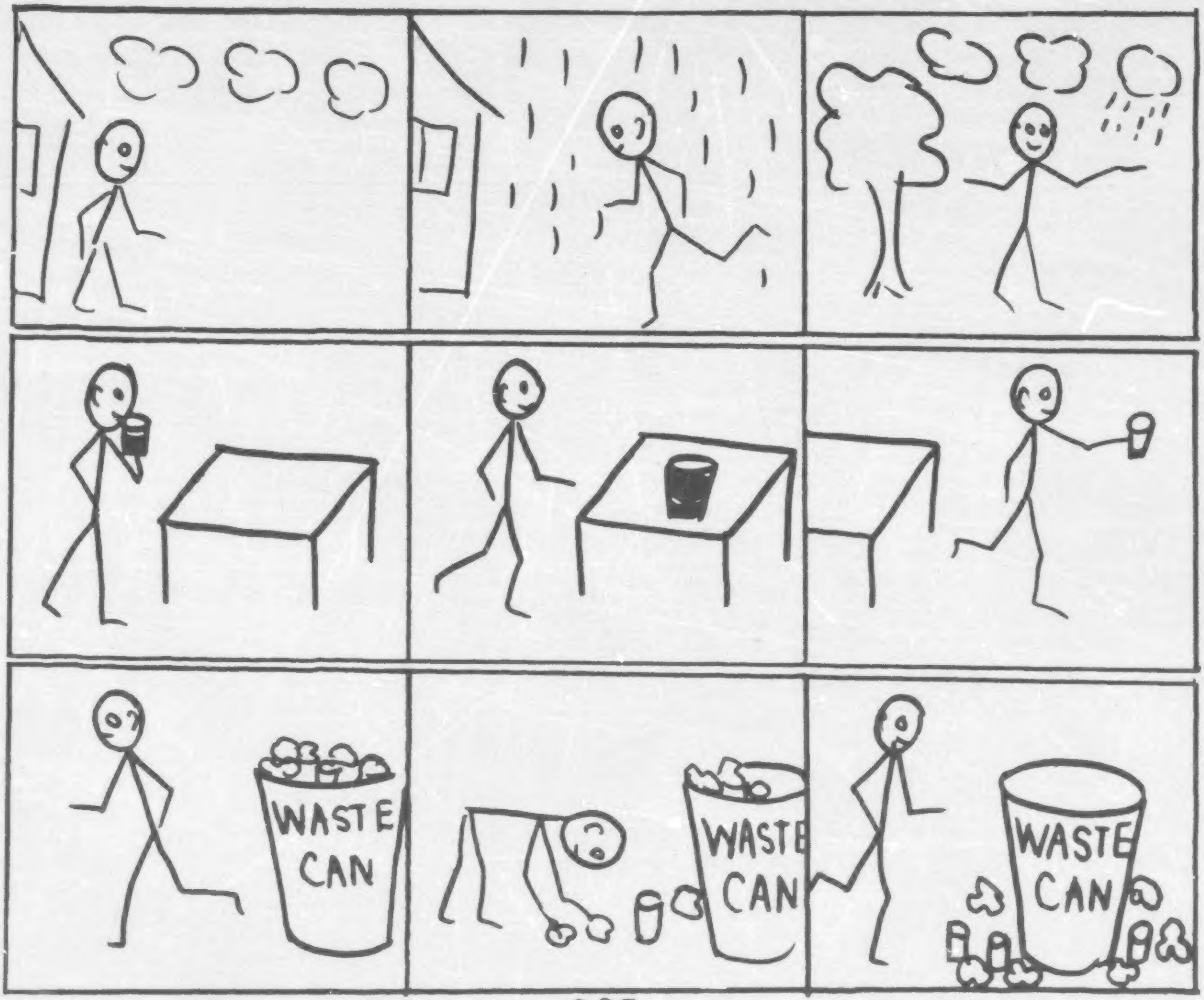
SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet, construction paper, scissors, paste

PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Cut out the pictures on this sheet. Arrange each set of pictures in the correct order. Paste on the construction paper. Tell the story to your teacher or to your partner.



SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Put riddles on a duplicating master, large chart, or chalkboard.

DIRECTIONS: Read each riddle and draw a picture in the box which shows your answer for that riddle.

I am an animal.
I can bark.
I am a good pet.
What am I?

You can eat me.
I am a fruit.
I am yellow.
I am not sweet.
What am I?

I am a pet.
I cannot bark.
But I can fly.
What am I?

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet and 9" x 12" construction paper

PROCEDURE: Make a master and read the directions aloud with the children.

DIRECTIONS: In each box draw a picture to match the sentence in that box. Cut boxes on the broken lines and paste on construction paper in the proper order to tell the story.

Carl ate breakfast.	Carl is in bed.
Carl put on his clothes.	Carl got up.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard. (If the chalkboard is used, do not have pupils copy sentences).

DIRECTIONS: Read the sentences and draw the pictures in the boxes.

Draw Jill in her new coat. Color the coat blue.	Draw a boy and his ball. Make the ball red.
Draw Tom and his table. Make the table red. Put a green shirt on Tom.	Draw a big red flower. Put it in a pot. Color the pot blue.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S

MATERIALS: Worksheet, construction paper, scissors, paste

PROCEDURE: Make a duplicating master of this sheet and read the directions with the pupils.

DIRECTIONS: Cut out the sentences in the boxes below. Arrange them in the correct order to tell the story. Paste the sentences on the construction paper. Read the story aloud to your teacher or to your partner.

The boy went to school.

The boy got in line.

He looked in the school yard.

Then he became very happy.

He saw the boys and girls.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S

MATERIALS: Worksheet

PROCEDURE: The focus is on the sounds *a* makes. This type of activity can be done with any vowel sound.

DIRECTIONS: Read the sentences and draw the pictures.

The boy is on the gate.

The grass is very tall.

A lamp is on the table.

A cat is on the chair.

YES OR NO

SKILL: COMPREHENSION SKILLS, Literal Comprehension
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above, 3-OH and above

MATERIALS: Chalkboard or worksheet

PROCEDURE: Make a duplicating master of this sheet or write the questions on the chalkboard and have pupils copy the questions.

DIRECTIONS: Write *yes* or *no* on the line after each question.

1. Can you make a park?____
2. A cat can make a cake.____
3. Can a girl ride in a car?____
4. A man has four arms.____
5. Do you play in the yard?____
6. A girl has a face.____
7. Will a boy eat grass?____
8. A cat has a tail.____
9. A cap has a tail.____
10. A wall can walk.____

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this worksheet. Read the directions aloud with the pupils.

DIRECTIONS: Read the story and give it a title. Write the title on the line above the story. At the bottom of the page, draw a circle around *yes* if the sentence is true and *no* if it is false.

____

Every Monday Gail and Fern helped the teacher. Gail passed papers to everyone. Fern sharpened the pencils.

The girls liked to help the teacher. Mrs. Brown, their teacher, was happy too.

****

The girls helped the teacher everyday. Yes No

Mrs. Brown liked the help.
Yes No

Three girls helped on Monday.
Yes No

YES OR NO

SKILL: COMPREHENSION SKILLS, Literal Comprehension
COMPREHENSION STRATEGIES, Phonetic Analysis

LEVEL: 3-S and above

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard and have pupils copy the sentences.

DIRECTIONS: On the line after each sentence write *yes* if the sentence is true and *no* if the sentence is false.

1. A girl can eat a cat. ___
2. A boy can eat a cake.____
3. A dog can bark in the park.____
4. Girls can play in the park.____
5. All caps are small.____
6. All boys are tall.____
7. A girl can put a ball in a bag.____
8. A boy can put a ball in a sack.____
9. A man can walk and talk.____
10. A car walk fast.____

THE POT OF GOLD

SKILL: COMPREHENSION SKILLS, Literal Comprehension

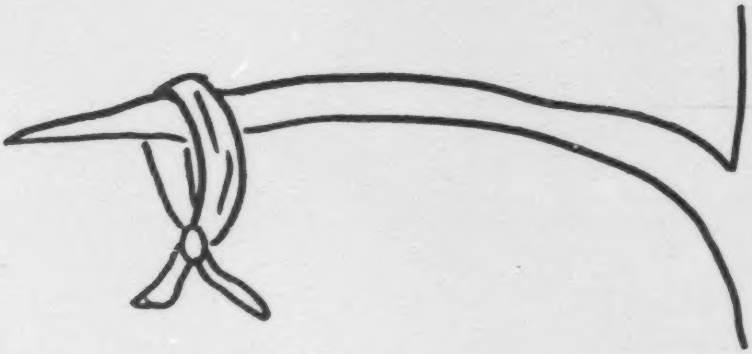
LEVEL: 3-S

MATERIALS: Worksheet

PROCEDURE: Use after "The Pot of Gold", Level 3, T.M., pages 117-121. Read the directions with the pupils.

DIRECTIONS: Read each sentence. Circle *yes* if the sentence is true. Circle *no* if the sentence is false.

1. Grumble wanted gold.---------------Yes No
2. Grumble found the gold.------------ Yes No
3. Grumble was mean.----------------- Yes No
4. The elf got the shovel.------------- Yes No
5. Grumble put one scarf on one tree.-- Yes No
6. The elf put one scarf on one tree.---- Yes No
7. The elf made a promise.-------------Yes No
8. The elf kept his promise.------------Yes No
9. Grumble got what he wanted.-------- Yes No
10. Grumble was happy.---------------- Yes No



THE POT OF GOLD

SKILL: COMPREHENSION SKILLS, Literal Comprehension
COMPREHENSION STRATEGIES, Syntactic Cues

LEVEL: 3-S

MATERIALS: Worksheet

PROCEDURE: Use after "The Pot of Gold," Level 3, T.M., pages 117-121. Read the directions with the pupils.

DIRECTIONS: Draw a line to match each sentence beginning with the correct sentence ending.

1. "All elves have gold,"	get the gold.
2. Grumble wanted gold from	the elf.
3. Grumble was	said Grumble.
4. Grumble did not	played a trick.
5. The elf	a mean man.
6. Grumble tied one red	scarf on one tree.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: Primary I

MATERIALS: Worksheet and construction paper

PROCEDURE: Make a duplicating master and read the directions aloud with the children.

DIRECTIONS: Read these sentences. Cut on the broken lines. Arrange the strips in the correct order and paste them on the construction paper. Then draw a picture to show something that happened in the story.

See Zip play.

Zip is in the house.

Zip came out.

Zip is on the steps.

WHAT HAPPENED NEXT?

SKILL: COMPREHENSION STRATEGIES, Literal Comprehension

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Use this exercise as a follow-up activity after reading "Pogo Leaves the Circus," More Power, T.M., pgs. 24-33.

DIRECTIONS: These are some sentences about things that happened in the story. Number them according to the order in which they happened in the story.

________ Pogo wanted to buy Mable.

________ Pogo's friends bought Mable for Pogo.

________ Pogo got too old and had to leave the circus.

________ Pogo went to Mable's tent to say good-by.

________ Pogo was a circus clown and would ride Mable everyday.

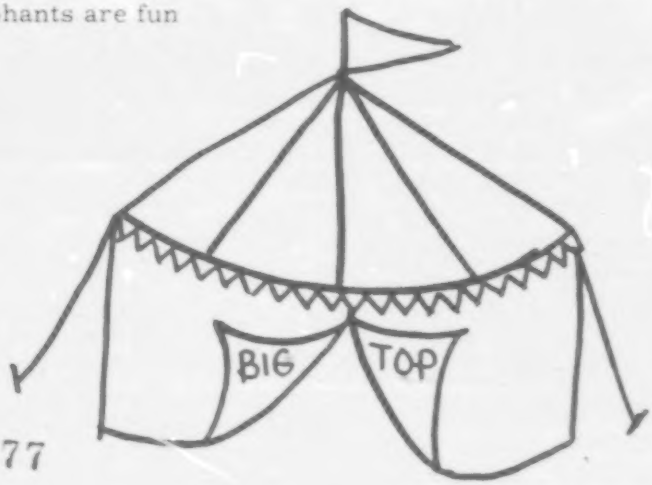
________ Pogo asked Mr. James if he could buy Mable.

Check one of the sentences that best tells what this story is about.

________ We have fun at the circus.

________ Pogo loved Mable so much he wanted to buy her.

________ Circus elephants are fun



WHAT HAPPENED NEXT?

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-OH

MATERIALS: Worksheet

ROCEDURE: Use this exercise as a follow-up activity after reading "Pogo Leaves the Circus", More Power, T.M. pgs. 24-33.

DIRECTIONS: These are some sentences about things that happened in the story. Number them according to the order in which they happened in the story.

______ Pogo wanted to buy Mable.

______ Pogo's friends bought Mable for Pogo.

______ Pogo got too old and had to leave the circus.

______ Pogo went to Mable's tent to say good-by.

______ Pogo was a circus clown and would ride Mable everyday.

______ Pogo asked Mr. James if he could buy Mable.

DIRECTIONS: Check one of the sentence that best tells what this story is about.

______ We have fun at the circus.

______ Pogo loved Mable so much he wanted to buy her.

______ Circus elephants are fun.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Use this worksheet after "Look! Eddie Can Read," More Power, T.M., pages 43-54.

DIRECTIONS: Number the sentences below according to the order the events happened in the story.

_____ Eddie could read the word.

_____ Eddie's family went to visit Grandmother.

_____ The policeman told Dad to stop.

_____ Eddie asked mother and father about some words.

DIRECTIONS: Write the names of four people in the story.

____________ ____________ ____________ ____________

DIRECTIONS: Read the sentences below and write in words to complete the sentences.

1. Eddie asked his ________about the word "restaurant."

2. The second building had a sign that said__________.

3. The policeman told Dad to __________.

4. Eddie could read the word_________all by himself.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 4-OH

MATERIALS: Worksheet

PROCEDURE: Use this worksheet after "Zoie the Zebra", More Power, T.M., pages 255-264.

DIRECTIONS: Number these sentences according to the order the events happened in the story.

_____ The animals painted themselves.

_____ All of the animals teased Zoie.

_____ They all started off for the zoo.

_____ The man said that he liked Zoie best.

DIRECTIONS: Check the one sentence that best tells what the story is about.

_____ You look prettier with spots and stripes.

_____ It's best to be yourself.

_____ It's fun to tease other animals.

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 5-OH

MATERIALS: Worksheet, Moving Ahead, (pupil book)

PROCEDURE: Use this worksheet after "Wanted - One Mouse", in Moving Ahead, T.M., p. 26-37.

DIRECTIONS: Use your books to help you answer these questions about when things happened.

1. Mrs. Long was coming to visit the house on ____________.
2. The boy was going to bring the mouse ____________ school on Tuesday.
3. Benjy got home from school ________ on Tuesday.
4. ________ Benjy went to find Gray.
5. ________ he called Whiskers in from the yard.
6. The ________ day he put an ad in the paper.

DIRECTIONS: Number these sentences according to the order in which the events happened in the story.

_____ Benjy found a home for Whiskers.

_____ Benjy put an ad in the paper.

_____ Benjy bought Gray.

_____ Mrs. Long became afraid when she saw the mouse.

SKILL: COMPREHENSION SKILLS, Literal Comprehension
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: 5-OH

MATERIALS: Worksheet

PROCEDURE: Use this worksheet after "Mr. Dawson Has Cold Feet," Moving Ahead, T.M., pp. 45-56.

DIRECTIONS: Number these sentences the way they happened in the story.

_____ Mrs. Dawson bought a fifteen foot blanket.

_____ He cut a piece off the top and sewed it to the bottom.

_____ They went to the attic and got blankets.

_____ Mrs. Dawson went shopping and came home with a big package.

DIRECTIONS: In the puzzle find and circle five words from the story. Use the sentences below to help you find the words.

b	l	a	n	k	e	t
o	l	w	a	y	r	e
t	o	a	t	t	i	c
t	m	r	n	k	m	e
l	a	m	l	k	r	c
e	d	c	f	e	e	t

1. Mr. Dawson put this on his feet to keep them warm. __________

2. Mrs. Dawson bought a ________ downtown.

3. They went to the ________ to get blankets.

4. Mr. Dawson just couldn't stay ________.

5. His neck and ________ were always cold.

PUTTING SENTENCES IN ORDER

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 5-OH

MATERIALS: Chalkboard or chart paper

PROCEDURE: Use this activity after "The Mailbox Birdhouse," Teacher's Manual, p. 138. Put the following sentences on the chalkboard or chart paper.

DIRECTIONS: Write the sentences in the order that the events happened in the story.

Mrs. Rose used a pot as a mailbox.

The bird in the mailbox pecked Mr. Oak's finger.

Mr. Oak left a good luck note for Mrs. Rose
and the bird.

Mrs. Rose used a bag as a mailbox.

Mrs. Rose used a birdhouse as a mailbox.

NOTING DETAILS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 6-S

MATERIALS: Inatuk's Friend (from Read Aloud Library)

PROCEDURE: Remind children to listen carefully to the story in order to be able to play a listening game. Read to the children the book Inatuk's Friend. After reading the story, read the sentences below.

DIRECTIONS: If a sentence tells about something that happened in the story raise your hand. If the sentence tells about something that did not happen in the story, keep your hand down.

1. Inatuk's father was hunting seals. (hands up)
2. Inatuk and his friend built an igloo. (hands down)
3. A whiteout came while the boys were hunting. (hands up)
4. Inatuk's family had to move to town so his father could find work. (hands up)
5. Inatuk and his family traveled in a sled. (hands up)
6. Inatuk's mother cooked on a stove. (hands down)
7. Inatuk's friend, Soloquay, went with the family to Point Barrow. (hands down)
8. Inatuk carved a good luck charm for his brother. (hands up)

Follow-up: After the story, the "Cat's Cradle" game is an enjoyable activity. (See 6-S Teacher's Manual - p. 127).

Note: This story is particularly effective on a snowy day. Weather comparisons can become an absorbing discussion.

NOTING DETAILS

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 6-S

MATERIALS: Pupil books (6-S), worksheet or chalkboard

PROCEDURE: Use this activity after the story, "Ah See and the Spooky House," T.M., pp. 129-143.

The following sentences may be presented orally to the children or written on a master or chalkboard.

DIRECTIONS: Use your books to determine whether each sentence is true or false. Use picture cues as well as content cues. Write true or false on the line before each sentence.

______ 1. It was a cloudy day in Hawaii.

______ 2. The boys ran through a pine forest.

______ 3. Saburo thought that a ghost was making the noise at the house.

______ 4. A rainbow appeared in the sky as the boys left the house.

______ 5. The boys saw a dragon with purple eyes.

______ 6. The boys heard loud noises from the hole in the fence.

______ 7. Ah See had made a Christmas dragon.

______ 8. The dragon was made by Ah See and his father.

Note: The pattern above may be used with any story or film in order to reinforce the skill of noting specific details.

FIND THE MAIN IDEA

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 5-S - 12-S

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Newspaper headlines often tell the main idea of a news story. Read the three headlines on this page. Match the headlines with the news stories that follow and write the correct headline on the line above each story. On the back of this paper draw a picture to go with one of the news stories.

A. Baby Elephant is Named
B. Strong Wind Hits City
C. Boy Found in Woods Near Home

1. New York - A strong wind blew in the city today. The wind blew newspapers and trash through the air. It blew hats around the parks. Tall buildings had to close their lookout places. The weather man said that the wind was blowing at 40 miles per hour.

2. St. Louis - David Black was found near his home today. The two year old boy was lost in the woods. The city police found David about one mile from his home. He was not hurt.

3. Washington - A baby elephant got a name today at the Washington Zoo. Each child who visited the elephant house was asked to write a name for the baby on a piece of paper. The names were judged and the best was given to the elephant. The baby elephant will be called Lilu.

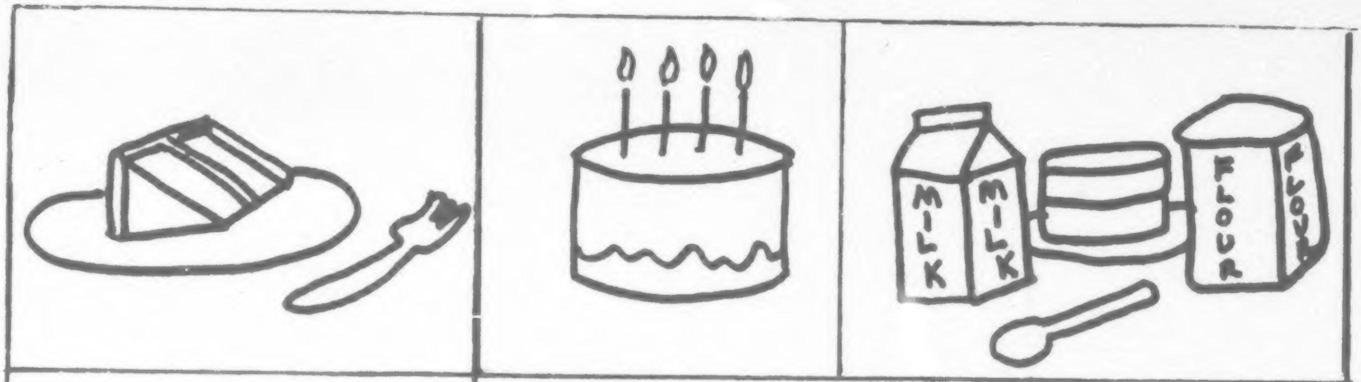
SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

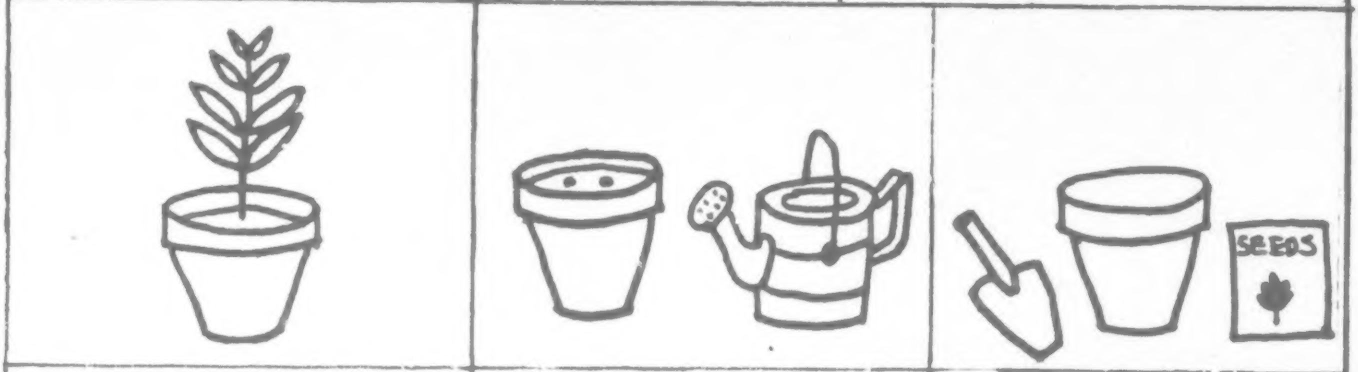
LEVEL: 3-S and up; 3-OH and up

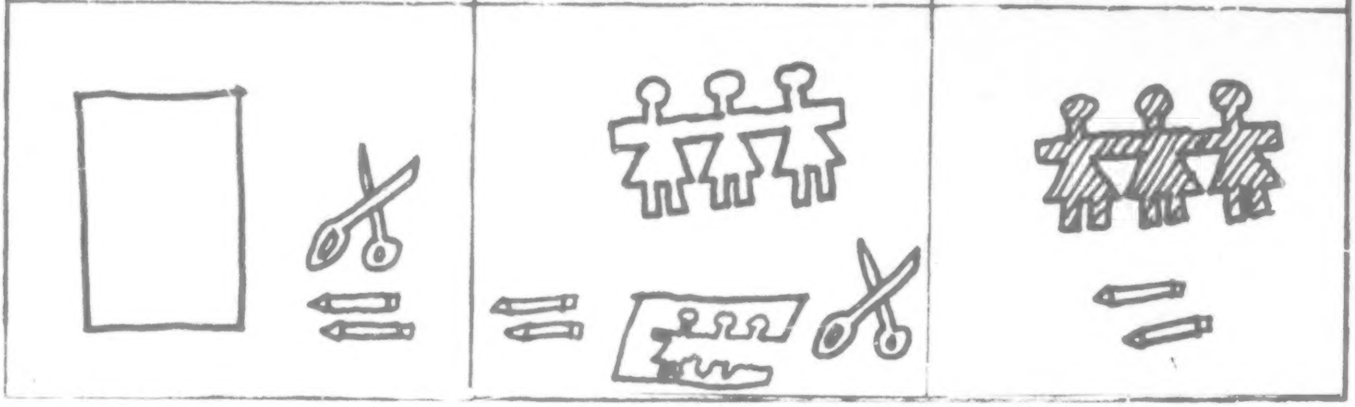
MATERIALS: Worksheet, scissors, paste, crayons, construction paper

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Color the pictures. Cut out each row of pictures and arrange them in the correct order to show what happened first, next, and last. Paste them on the construction paper.







ANALOGIES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 3-S and up; 3-OH and up

MATERIALS: Film, *Hailstones and Halibut Bones* (104-163), and chalkboard

PROCEDURE: Show film and discuss its format. Help children to see that colors were associated with feelings in the film. Ask children to describe their impressions and feelings when a color word is given.

Example: Gold may make them happy because it is the color of sunshine. Gold is the color of royalty and may make a person feel regal.

Follow-up: Ask children to draw pictures with one color. Each picture should symbolize the child's impression of a color.

READ AND DO

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 3-S and above

MATERIALS: Shirtboards or chalkboard

PROCEDURE: Write directions on large cards (shirtboards); then hold card up for children to read and do. If the chalkboard is used, directions can be written on the board (one at a time) while the children have their heads down. At a signal from the teacher, pupils raise their heads, read, and do.

DIRECTIONS: Read silently and follow the directions on each card.

Examples:
Stand up.
Hold up a book.
Say your name three times.
Shake one hand.
Look at the door.
Look at the window.
Look under the chair.
Put your hand up.

CAN OR CANNOT?

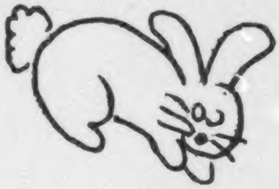
SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary I

MATERIALS: Worksheet

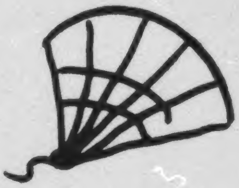
PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

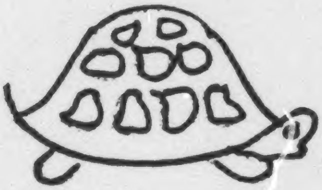
DIRECTIONS: Read the sentences. Draw a line from each sentence to the picture that matches it.



It can run.

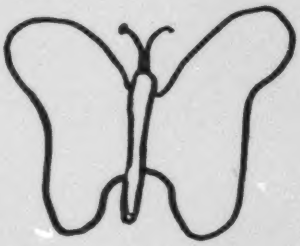
It cannot run.

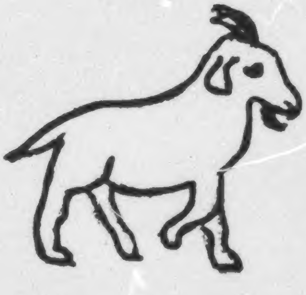




It can fly.

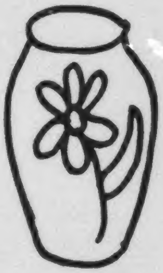
It cannot fly.





It can see.

It cannot see.



SEQUENCES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 3-S and up; 2-OH and up

MATERIALS: Various classroom materials

PROCEDURE: Use activities such as the following suggestions to familiarize pupils with sequential order:

1. Illustrate progression of seasonal changes in a tree as an art project.
2. Write on chalkboard or chart paper an outline of directions (for art lesson, etc.) be followed sequentially. After directions have been followed, pupils can describe what was done first, next, and last.
3. Discuss and use recipes as a sequential set of directions in cooking activities.
4. Use a sequential set of directions for dancing and other physical activities.
5. Most science activities are adaptable for sequencing. Charting the growth of animals or plants is an excellent activity for reinforcing the concept of what happens first, next, and last.
6. Films may be adapted to sequencing skills. Discussion, outlining, picture drawing, dramatization and experimentation can reinforce the sequencing that a film depicts. For adaptable film titles, see the Audiovisual Section in the Appendix of this book.

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 3-S and above

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the story. Give the story a title. Write the title on the line above the story.

____

A girl went to the zoo. She saw one of her friends. Her friend wanted to see the monkeys. So they went to see the monkey show. Then they went to see the lions. The girls saw a man feed the animals. When it began to get dark, the girls ran home.

DIRECTIONS: Read the questions. Choose an answer. Put an X in the box next to the answer.

1. Why did the girls run home?

   it was getting dark ☐

   it was time for school ☐

2. When did the girls go home?

   in the morning ☐
   in the evening ☐
   at lunch time ☐

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 4-S and above

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the story and the questions which follow it. Make an X in the box next to the words that best answer each question.

Barbara had no one to play with her. Her mother said that she could call Gail. But Gail couldn't play because she had to go to the dentist.

Barbara went to her room and looked for a game in her toy box. She saw an old doll. Barbara had put the doll in the box a long time ago. The doll looked new. Barbara played with it for a long time.

"Come and eat", called her mother. Barbara went to the door of her room. Then she looked back and said to the doll, "I'll be back after lunch."

1. The best title for this story is:

   Do Your Work ☐ Barbara Wants to Play ☐ Come and Eat ☐

2. Where was Barbara?

   at school ☐ at the park ☐ at home ☐

3. When did Barbara call Gail?

   in the morning ☐ in the afternoon ☐

TIME WORDS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Discuss time words that indicate *when, how long,* and *how often.* Read directions with the children.

DIRECTIONS: Read the sentences below. Write the underlined words in the correct columns at the bottom of the page.

1. Last year John went fishing.
2. Mark waited in line for 3 hours.
3. Once we saw a two hour movie.
4. We're going ice skating in January.
5. They go to lunch every day at 2:00.
6. Every summer we go to the country.
7. After dinner we'll watch television.
8. Read the story before you answer the questions.
9. Take out the trash every morning.
10. We watch TV for two hours during the week-ends.

When	How Long	How Often
Last year	3 hours	once

ANALOGIES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Chalkboard and paper

PROCEDURE: Ask children to name different kinds of traffic signs. List sign names on board. Discuss the similarity between traffic signs and punctuation. (Traffic signs make cars stop and go. Punctuation makes language stop and go.) Make specific analogies for certain signs.

Example:

A stop sign stops traffic.
A period stops a sentence.
A "slow" sign slows traffic.
A comma slows reading.

Follow-up: Write a collective experience story on the board. Use traffic signs to replace punctuation. Ask children to copy the story, putting punctuation in place of traffic signs.

A DAY AT SCHOOL

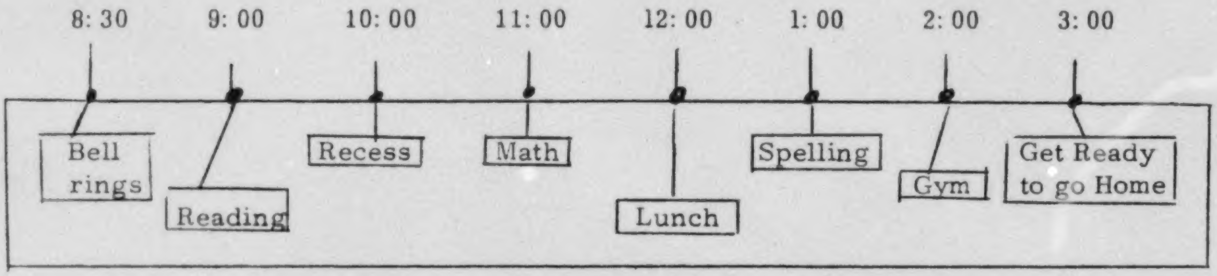
SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 8-S and up, 6-OH and up

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: A time line shows when important things happened. It has a beginning point and an ending point. This page shows a time line of the school day. Use the line to answer the questions at the bottom of the page.


8:30
9:00
10:00
11:00
12:00
1:00
2:00
3:00
Bell rings
Reading
Recess
Math
Lunch
Spelling
Gym
Get Ready to go Home

1. What time does the school day begin?______________
2. When are we getting ready to go home?____________
3. We work on math between the hours of____________ and______________.
4. We go to recess after____________? reading ☐ spelling ☐
5. Could we read to our teacher at 2:00?_____________
6. What comes in the middle of the day?_______________
7. How many lessons do we work on after lunch?_________.
8. Do we have spelling before reading?____________
9. Could we go to recess and have math before lunch?__________

ANALOGIES

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 7-S and up; 6-OH and up

MATERIALS: Duplicating master or chalkboard or chart paper

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard or on chart paper.

DIRECTIONS: Read the sentences. In each blank write a word from the word list that best completes the sentence.

Word List

umbrella
diamond
thunder
pump
rock
windshield wiper
hinge
mouth

1. Your heart works like a ______________ to move blood through your body.
2. The opening of a cave is sometimes called its ______________.
3. A flower opens its petals like an ______________ in the rain.
4. Your eyelid works like a ______________ to clean your eye.
5. Each star looked like a ______________ in the night.
6. The burned cookie was as hard as a ______________.
7. The sound of a train can be as loud as ______________.
8. Your elbow works like the ______________ of a door.

JOEY'S TRIP

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: 8-S and up, 6-OH and up

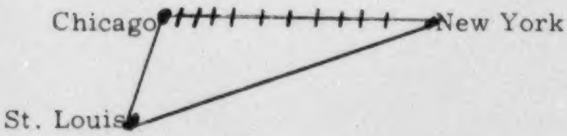
MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the story. Then study the map and answer the questions about Joey's trip.

(1) Joey took a trip with his dad. (2) Dad drove his car to the airport. (3) Then he and Joey got on a plane and flew north to Chicago. (4) After Dad finished his work, he and Joey boarded a train. (5) The train was going east to New York. (6) Joey and his dad had dinner on the train and slept in large chairs. (7) In the morning, the train arrived in New York. (8) Joey and his dad had breakfast and then walked through the city. (9) They went to a museum to see some models of dinosaurs. (10) They went up to the top of the Empire State Building. (11) Late in the afternoon, Joey and his dad took a taxi to the airport. (12) They took a plane back home to St. Louis.

Here is a small map of Joey's trip.



Joey's Trip, continued

1. Joey flew north when he went to ____________.
   Chicago New York

   Which sentence helped you to answer this question?
   number 1 number 3

2. Joey traveled east when he went to ____________.
   Chicago New York

   Which sentence helped you to answer this question?
   number 5 number 9

3. When did the train arrive in New York?
   morning night

   Which sentence helped you to answer this question?
   number 7 number 12

4. Where did Joey see the dinosaurs?
   Chicago New York

   Which sentences helped you to answer this question?
   numbers 1, 2 and 3
   numbers 7, 8 and 9

5. Where did Joey's dad do some work?
   Chicago New York

   Which sentences helped you to answer this question?
   numbers 3 and 4
   numbers 11 and 12

PART-WHOLE RELATIONSHIPS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary II

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read the sentences. In each blank write the word that best completes the sentence.

1. A finger is a part of a ______________.

head   heart   hand

2. A page is a part of ________________.

a book   a foot   the body

3. A sleeve is a part of________________.

a coat   food   a building

4. The attic is a part of________________.

the basement   a house   a finger

5. A tail is a part of_____________.

a building   a animal   a car

6. A window is a part of_______________.

a car   breakfast   the body

7. An eye is a part of_______________.

the head   school materials   a car

8. A button is a part of_______________.

a hand   a coat   a building

PUTTING SENTENCES IN ORDER

SKILL: COMPREHENSION SKILLS, Literal Comprehension

LEVEL: 7-S

MATERIALS: Chart paper or chalkboard, writing paper

PROCEDURE: Put the following sentences on the chalkboard or chart paper. Tell the children to write the sentences in the order in which the events happened in the story.

Joey saw the new boy with his red wagon. (b)

Joey and the new boy helped each other. (e)

Joey saw the new boy bouncing a ball. (a)

Two boys laughed at Joey and the new boy. (d)

Joey made an airplane out of wood. (c)

SEQUENCE

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Ray collected rocks for his science class.

_______ He put the rocks in boxes.
_______ He looked for rocks everywhere.
_______ He took the collection to class.
_______ He decided to look for rocks.

2. Dollean painted a picture.

_______ She got jars of paint and paintbrushes.
_______ She painted a beautiful picture.
_______ She decided to paint a picture.
_______ She put paper on the table to protect it from the paint.

3. Deanna had lunch.

_______ She looked for something to eat.
_______ She ate her lunch.
_______ She fixed a ham sandwich.
_______ Deanna was very hungry.

4. Nancy made a dress.

_______ She cut the dress out.
_______ She laid the pattern on the material.
_______ She sewed the pieces together.
_______ She wore the new dress to school.

SEQUENCE

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Ben gave his dog a bath.

_______ He rinsed the soap off the dog.
_______ He took off the dog's collar.
_______ He washed the dog with soap and warm water.
_______ He dried the dog carefully.

2. Stacey and Marcie played jacks.

_______ Marcie won the game.
_______ They found a good place to play.
_______ They started to play jacks.
_______ They got out the jacks.

3. Robert built a doghouse.

_______ His dog tried out the doghouse.
_______ His father gave him money to buy the lumber.
_______ He sawed and nailed the lumber together.
_______ He bought some lumber.

SEQUENCE

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read each group of sentences. Number the sentences to show the order in which each happened.

1. Earline learned to skate.

________ She fell down.
________ She took her new skates out of the box.
________ She got up and skated off.
________ She put on her new skates.

2. Chip built a model car.

________ He tried to race his model car.
________ He put the car together.
________ He got some money from his bank.
________ He bought a model car.

3. Glenda went shopping.

________ She wore her new rings.
________ She bought the rings.
________ She saw some rings she liked.
________ The saleslady showed her the rings.

4. Earl and Craig played checkers.

________ Earl won the game.
________ They put the checkers on the board.
________ They got out the checker board.
________ They began to play checkers.

RELATIONSHIPS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

DIRECTIONS: Read the sentences. In each blank write the word that best completes the sentence.

1. Hat is to head as vase is to __________________.

   scarf table food

2. Dinner is to plate as coffee is to ________________.

   fork cup cap

3. Ring is to finger as shoe is to __________________.

   foot face sock

4. Groceries are to bag as books are to _____________.

   desk table paper

5. Dress is to cloth as table is to _________________.

   milk wood hand

6. Wheels are to car as legs are to __________________.

   hands bodies heads

7. Calf is to cow as baby is to __________________.

   milk mother candy

8. Thread is to sew as yarn is to ________________.

   fly knit sweater

9. Bread is to sandwich as crust is to _____________.

   pie cookies cake

10. Skeleton is to body as frame is to ______________.

    arm house head

RELATIONSHIPS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Complete the sentences below.

1. A collar is a part of a ____________________.

2. Petals are parts of a ____________________.

3. Legs are parts of the ____________________.

4. Pages are parts of a ____________________.

5. Fingers are parts of the ____________________.

6. Toes are parts of a ____________________.

7. Eyes are parts of the ____________________.

8. A tail is a part of an ____________________.

9. A drawer is part of a ____________________.

10. Ears are parts of the ____________________.

COMPARISONS

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Circle the word which best answers each question.

1. Which is bigger?

   a dog or a butterfly

2. Which is faster?

   a car or an airplane

3. Which is higher?

   a mountain or a hill

4. Which is lower?

   the ground or the sky

5. Which is slower?

   a tiger or an ant

6. Which is smaller?

   a blanket or a towel

7. Which is sweeter?

   a cookie or a pickle

8. Which is longer?

   a shoelace or a jumping rope

9. Which is shorter?

   a train or a car

RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Draw a line to match each sentence beginning in the first column with the best ending in the second column.

1.	Bridgett went to the grocery store	because he was afraid of the dog.
2.	George ran away	because she was happy.
3.	Mary sang	to buy some milk.
4.	He began to cry	because he couldn't find his money.
5.	The bank was closed	because it was getting cool.
6.	Mark worked after school	because he needed the money.
7.	Kevin put on his jacket	because it was a holiday.

RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Read the sentences. On the lines after each pair of sentences write the *cause* and the *result* of the action in the sentences.

1. Dad bought Mike a new pair of ice skates.
   Mike's old skates were too small.

   CAUSE: ______________________________

   RESULT: ______________________________

2. School was closed for three days.
   There was a heavy snow storm.

   CAUSE: ______________________________

   RESULT: ______________________________

3. The books were piled too high on the desk.
   They all fell down.

   CAUSE: ______________________________

   RESULT: ______________________________

PERSONIFICATION

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Read Aloud Anthology, Level 9-S, Level 10-S, Level 11-S, and Level 12-S.

PROCEDURE: The following poems illustrate personification. These poems are found in the Read Aloud Anthologies for Levels 9-S - 12-S. The word personification should not be taught to the pupils, just the concept.

9-S	*Who Am I?* - Felice Holman	p. 85
	Iglulik Eskimos - Knud Rasmussen	p. 91
	Hills - Hilda Conkling	p. 91
	Weather - Aileen Fisher	p. 93
10-S	*Michael Is Afraid of the Storm* - Gwendolyn Brooks	p. 93
	Strange Tree - Elizabeth M. Roberts	p. 95
11-S	*Whispers* - Myra Livingston	p. 85
	April Rain Song - Langston Hughes	p. 88
12-S	*The Face of Fall* - Aliki Barnstone	p. 84
	Rise Sun! - Frances Frost	p. 86
	The Wise Hen - John Ciardi	p. 87
	(the last two poems) - Hannah Lyons Johnson	p. 88
	Cows - James Reeves	p. 89
	Solomon Islands - Unknown	p. 90

RELATING CAUSE AND EFFECT

SKILL: COMPREHENSION SKILLS, Interpretive Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Finish each sentence with a cause or reason that makes sense.

1. The lady closed her door because ____________________
   ____
   ____.

2. Mother was sorry for the lady because ________________
   ____
   ____.

3. Mary did not like to pass the door because ___________
   ____
   ____.

4. Mother was angry with Mary because __________________
   ____
   ____.

5. The lady opened her door when _______________________
   ____
   ____.

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary I

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read each story. Put an X in the box next to the words you choose to complete each sentence.

The children want to eat.
Mother can work fast.
She will cook dinner.

☐ for the pets
☐ for the cat
☐ for the children

Jill works at school.
She likes to help her teacher.
She will help the teacher.

☐ clean the farm
☐ clean the hill
☐ clean the room

Zeke has a raincoat.
He likes his raincoat.
He will wear his raincoat.

☐ when it's sunny
☐ when it rains
☐ when it's hot

FICTION OR NON-FICTION

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S and up, 4-OH and up

MATERIALS: Books, camera, writing and construction paper

PROCEDURE: Use a variety of activities to reinforce understanding of characteristics of fictional and non-fictional literature.

Explain to students that non-fiction works are often illustrated with photographs rather than with artist drawn pictures. Study contrasting types of such literature in the reading books at any given level. For example:

Level 4-OH - *"Hard-Hat Jobs"* and *"Zoie the Zebra"*
Level 5-OH - *"Frogs"* and *"Sweet Porridge"*
Level 5-S - *"Big-City Neighborhoods"* and *"That's Good, That's Bad"*
Level 6-S - *"American Indian Center"* and *"The Story of Little Big"*
Level 9-S - *"Kula Lives in Hawaii"* and *"If I Flew a Plane"*
Level 11-S - *"Bathtubs are for Racing"* and *"The Secret of the Shed"*
Level 6-OH - *"Playtime Around the World"* and *"Sammy Shows Off"*

After studying the types of literature, have the class produce fiction and non-fiction books. For non-fiction books, children may be instructed in the use of a camera which has been supplied by the teacher or by the Audiovisual Division. Cartridge loading cameras are good for this project as the operation is simple.

Pictures on a chosen subject may be taken by individual students with teacher help. An easily accomplished project could be titled "Our School." During the recess periods, children could take pictures of the yard, library, principal, etc. After pictures have been taken and developed, children can write stories to accompany the pictures. The pictures and stories should then be combined in book form.

For a fictional work, have children make up a cooperative story and illustrate the events in the story. The story and drawings can be combined in book form and placed on the library shelf or reading table for children's use.

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S - 12-S, 4-OH - 7-OH

MATERIALS: Chart with columns and headings

PROCEDURE: Put columns and headings for chart on chart paper or on chalkboard and explain the headings. Leave chart on display for continuing use. As characters are met in reading activities, add information to the chart. Discuss and fill in under each of the headings.

Example:

Character	Story	Trait	Why
Uncle Vanya	7-S, Read-Aloud Anthology pp. 8-11	Boastful	He always talked about his sunflower being the biggest and the best.
Boomerang	7-S, Pupil Book, pp. 65-74	Persistent	He came back again and again.
The fox	7-S, Pupil Book, pp. 86-90	Clever	He tricked the goat in order to get out of the well.
The queen	7-S, Read-Aloud Anthology pp. 70-75	Jealous	She sent Snow White away into the woods to be killed.

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet, or chalkboard, or chart paper

PROCEDURE: Make a duplicating master of this sheet or write the phrases and sentences on the chalkboard or chart paper.

DIRECTIONS: Read all of the word groups below. Match each word group on the left with a word group on the right which will make sense in describing something.

as high as
as light as
as hard as
as round as
as sour as
as sharp as
as sweet as

a feather
a mountain
a knife
a rock
honey
a lemon
a ball

DIRECTIONS: Use the matched word groups above to complete the following sentences.

1. John said, "I can't climb that fence because it's as ____________________.
2. Susan could lift the bag because it was as ________________.
3. She couldn't eat the bread because it was as ______________.
4. The bowl rocked because it was as __________________.
5. No one could eat the pickles they were as _________________.
6. The top of a can is as _________________.
7. They didn't drink the juice because it was as ______________.

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet, or chalkboard, or chart paper

PROCEDURE: Make a duplicating master of this sheet or write the phrases and sentences on the chalkboard or chart paper.

DIRECTIONS: Read all of the word groups below. Match each word group on the left with a word group on the right which will make sense in describing something.

as juicy as

as small as

as mean as

as big as

as hot as

as cold as

as dark as

an ant

ice

fire

night

an elephant

an orange

a bear

DIRECTIONS: Use the matched word groups above to complete the following sentences.

1. The meat was as ______________.
2. The hole won't show because it's as ______________.
3. When father's car got hit, he became as ____________.
4. We had to run fast. That dog was as ______________.
5. The car was as ________________.
6. It's as ______________ outside.
7. It was as ______________ in the closet.

FACT AND OPINION

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: 7-S - 12-S, 6-OH - 7-OH

MATERIALS: Worksheet

PROCEDURE: Give each child a copy of the worksheet. Read the directions with the children.

DIRECTIONS: Read each paragraph below. Put T in front of the group of sentences that are true. Put P in front of the sentences that express a point of view.

______ Puppies need to be taken care of. They have not learned to take care of themselves. They need someone to feed them and to watch them so that they don't hurt themselves.

______ It is not good to own a puppy. They are so helpless. You can't ever go anywhere because you always have to watch them.

______ It's so much fun to walk to school. I like walking much better than riding to school.

______ I like to walk to school because I get exercise and fresh air. I get to meet many old and new friends.

______ I think that snow is very nice. I love to play in it. Most of all I like for snow to fall on my face and then melt.

______ Snow is a form of percipitation. It is water vapor frozen into crystals. Snow flakes are very beautiful. Each flake has six sides and each one is different.

______ The television guide is a good book. I learn many things from it. I like it best because it tells all about the stars and their shows.

______ The T.V. guide tells what shows are on and when they are on. It has a section that tell about special shows.

INFERENCES

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the sentences on the chalkboard.

DIRECTIONS: Read the pairs of sentences. In each blank write the word that best completes the sentence.

1. The boys used the card catalog to find the book they needed.

   They were at the ____________________.

2. Craig's favorite player hit a home run out of the park.

   He was at a ________________.

3. The nurse told Michael he was old enough to visit his mother.

   He visited his mother at the ________________.

4. After mother bought the tickets, we waited in line to get on the airplane.

   We were at the __________________.

5. After collecting the papers, Keith put them on the teacher's desk.

   Keith was at ____________________.

ALLITERATION

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

MATERIALS: Read Aloud Anthologies, Levels 9-S, 10-S, 11-S, and 12-S.

PROCEDURE: The poems listed below may be used to illustrate alliteration. The word *alliteration* should not be taught to the pupils, just the concept.

9-S	*Three Little Puffins - Eleanor Farjeon*	p. 86
10-S	*Dandelion* - Hilda Conkling	p. 86
	Books - Romney Gay	p. 89
	Wind - Adrien Stoutenberg	p. 90
11-S	*Brother* - Mary Ann Hoberman	p. 87
	April - Kpe (Central Africa)	p. 92
	The Snake - Karla Kuskin	p. 93
12-S	*Sue* - Hollis Summers	p. 84
	Little Miss Muffett - unknown	p. 85

PREDICTING OUTCOMES

SKILL: COMPREHENSION SKILLS, Critical Comprehension

LEVEL: Primary III

MATERIALS: Chalkboard or worksheet

PROCEDURE: Write on the chalkboard or make a worksheet with questions such as:

1. What would happen if your mother told you not to do something and you did it anyway?
2. What would you do if you went to a strange place and got lost?
3. What would you do if you found a lot of money?
4. What would happen if you tore your best clothing?
5. What would happen if your mother left chicken frying and went to the store?
6. What would happen if it rained after you had made a snowman?

Questions can be used one at a time with pupils predicting (in written form or orally) one or more logical occurrences.

SKILL: STUDY SKILLS, Locating Information

LEVEL: 7-S and 8-S

MATERIALS: Systems Level 7, T.M., and Level 8, T.M.

PROCEDURE: Glossary and dictionary skills are well developed in Scott Foresman Reading Systems, Levels 7 and 8. Reinforcement of these skills is accomplished through use of the glossary and "Creating Subsystems" exercises in the Teacher's Manuals for Levels 7 and 8. Specific exercises to reinforce objectives include:

Alphabetical Order and the Use of Guide Words

7-S	Teacher's Manual	- p. 70
7-S	Teacher's Manual	- p. 95
8-S	Teacher's Manual	- p. 47

Matching a Definition to its Use in a Sentence

7-S	Teacher's Manual	- p. 84
7-S	Teacher's Manual	- p. 98

Finding Specific Information

7-S	Teacher's Manual	- p. 105
7-S	Teacher's Manual	- p. 182
8-S	Teacher's Manual	- p. 162

Finding Base Words

7-S	Teacher's Manual	- p. 156

General Skills

8-S	Teacher's Manual	- p. 93
8-S	Teacher's Manual	- p. 140

Frequent use of the glossary and the dictionary will help pupils internalize skills. Children can be motivated by opportunities to search for interesting information. Use a variety of activities and materials such as:

Glossary and dictionary races in which pupils use guide words and alphabetical order to find given words.

Dramatization of definitions to point out the subtle differences between words. (See Systems, Level 7, T.M., page 105).

Telephone directories to reinforce the concept of alphabetical order.

USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II

MATERIALS: Pupil Book, Level 7-S and worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Use Pupil Book, Level 7-S, page 157 to find the answers to the following questions.

1. The guide words are ______________ and ______________.
2. Circle the letters that words on this page must start with.

   a c f k m o p r s z

3. The entry words between *paw* and *play* are ______________ and ______________.
4. Circle any of the words below that would come before parakeet.

   plant park pad pat

5. If the word *pot* were on this page, which two words would it come between? ______________ + ______________.
6. If the word *pet* were on this page, it would come between ______________ and ______________.
7. If the word *pray* were on this page, it would come between ______________ and ______________.

USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II

MATERIALS: Worksheet or chalkboard and Pupil Book, Level 7-S

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Use the glossary in Pupil Book, Level 7-S, to find the answers to the questions below. Write your answers on the lines.

1. How many meanings does the word *nip* have? ____________

   Which definition of *nip* tells how it is used in this sentence?
   The lobster gave the turtle a *nip* on the nose. ____________

2. How many definitions does the word *American* have? ________

   Which definition of *American* is used in this sentence?
   The *American* boy won the race. ____________

3. How many definitions does the word *dull* have? ____________

   Which definition of *dull* is used in this sentence?
   We fell asleep because the movie was very *dull*. _________

4. How many definitions does *Cantonese* have? ______________

   Which definition of *Cantonese* is used in this sentence?
   Ah Jim's *Cantonese* friend came to visit him. ____________

5. Look at the entry *fair*. How many definitions does it have? _______

   Which definition of *fair* is used in the sentences below?
   His report card was *fair*. __________________
   The game was not *fair*. ____________________
   She is a very *fair* child. ___________________

6. Which entry of *fair* is used in this sentence? ___________
   I want to go to the *fair*. ___________

USING THE GLOSSARY

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II

MATERIALS: Pupil Book, Level 8-S and worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Use Pupil Book, Level 8-S, page 153 to find the answers to the following questions.

1. The guide words are ____________ + ____________.

2. Words on this page must start with the letters

   __________, __________, __________, or __________.

3. What word is between freeze and gardener? ____________

4. Write two words that come between herb and Indiana.

   ________________ ________________

5. Circle two words which could come between *gardener* and *hardship*.

   game goat had here hat

6. Circle two words which could come between *frontier* and *heavy*.

   frame fat go hot hat

7. Circle three words that could be on this glossary page.

   fat game ham it igloo

USING THE GLOSSARY

SKILL:	STUDY SKILLS, Locating Information
LEVEL:	Primary II
MATERIALS:	Pupil Book, Level 8-S and worksheet or chalkboard
PROCEDURE:	Make a duplicating master of this sheet or write the exercise on the chalkboard.
DIRECTIONS:	Use the glossary in the Level 8-S Pupil Book to find the answers to these questions.

1.a. What entry word would you look up to find the word *magnifying*? ______________

b. On what page is the word *magnifying?* ____________

c. Write the word *magnifying*, leaving space to show where it can be divided at the end of a line.

____

2.a. What entry word would you look up to find the word *heaviest?* ______________

b. On what page is the word *heaviest?* ____________

c. Write the word *heaviest*, leaving space to show how it can be divided at the end of a line. ____________

3.a. On what page is the entry word *Eskimo?* ___________

b. How many different meaning does the word *Eskimo* have? ______________

c. Show how the word *Eskimo* can be divided at the end of a line. ____________

WHICH DEFINITION?

SKILL: STUDY SKILLS, Locating Information

LEVEL: Primary II

MATERIALS: Pupil Book, Level 8-S, and worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Read the directions with the pupils.

DIRECTIONS: Use the glossary in the Level 8-S Pupil Book to find the answers to these questions. On the line after each sentence write the number of the definition that matches that use of the entry word.

1. Which definition of license is used in these sentences?

   He had to get a new driver's license. __________
   The city will license my father to sell cars. __________

2. Which definition of nurse is used in these sentences?

   Mother will nurse my baby brother. __________
   The nurse took my temperature. __________

3. Which definition of selection is used?

   You can hear three selections for a quarter. __________
   Jan read a selection from her book. __________

4. Which definition of wound is used?

   Mother put a band on his wound. __________
   A sharp weapon can wound you. __________

5. Which definition of patient is used in this sentence?

   She was a very patient girl. __________

6. Which definition of trail is used in this sentence?

   The lion trailed us through the jungle. __________

SKILL: STUDY SKILLS, Locating Information

LEVEL: 7-S and 8-S

MATERIALS: Worksheet or chalkboard and My Second Pictionary

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Use your Pictionary to answer these questions.

1. You can find the word hoarse on page ____________.
2. Could you ride a hoarse? ______________
3. The word perch is on page ____________.
4. Could you eat a perch? _____________
5. The word satin is on page __________
6. Could Sleeping Beauty wear a satin dress? ____________
7. The word compass is on page ____________.
8. Could you use a compass if you were lost? _________

WHAT'S MISSING

SKILL: STUDY SKILLS, Reference Materials
PERCEPTUAL SKILLS, Visual Discrimination

LEVEL: Primary I

MATERIALS: Chalkboard or alphabet cards from magnepiece file, duplicated worksheets

PROCEDURE: Write letters of the alphabet on the chalkboard (or place alphabet cards from the magnepiece file on the magneboard) in alphabetical order with some of the letters missing. Have pupils decide which letters are missing. Each pupil who correctly identifies a missing letter puts that letter in its proper place. When the alphabet is complete, sing the "Alphabet Song."

Follow-up: Make duplicating masters of the letters on the bottom of this page and of the worksheet on the back of this page. Have pupils cut out the letters below and paste in the correct spaces on the worksheet according to alphabetical order.

Directions: Cut out letters.

Aa	Ff	Ll
Nn	Qq	Ww

WHAT'S MISSING?

DIRECTIONS: Paste letters in correct order.

	Bb	Cc	Dd
Ee		Gg	Hh
Ii	Jj	Kk	
Mm		Oo	Pp
	Rr	Ss	Tt
Uu	Vv		Xx

SING AND SAY THE ABC's

SKILL:	STUDY SKILLS, Reference Materials PERCEPTUAL SKILLS, Visual Discrimination
LEVEL:	Primary I
MATERIALS:	Alphabet cards, worksheet
PROCEDURE:	Place cards with the twenty-six letters of the alphabet in alphabetical order on the magneboard or place the large alphabet cards in alphabetical order on the chalk ledge.

Lead the group in singing the "Alphabet Song". As the children sing, point to the corresponding letters. Upon completion of the song, return to the first letter and instruct the pupils to name each letter as you point to it.

Follow-up: Give each child a worksheet which has some of the letters missing. See example below. Ask children to fill in the missing letters.

Aa		Cc	Dd	Ff
Gg	Hh		Jj	Ll
	Nn		Pp	Qq
Ss		Uu	V	

Variation: One day when you really feel like injecting an element of surprise, start pointing backwards (z to a) after the pupils have identified the letters in order from a to z. Later, encourage the children to do the pointing.

This activity may be used again and again. Use it as an opener before another alphabet lesson is taught.

ALPHABET ORDER

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary I

MATERIALS: Worksheet or chalkboard

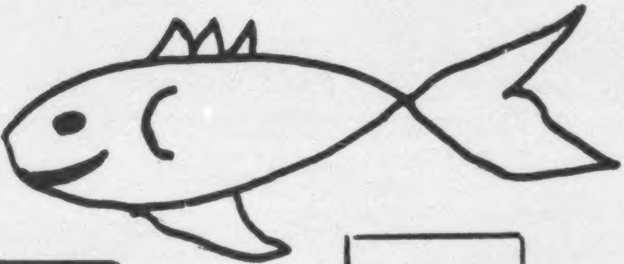
PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

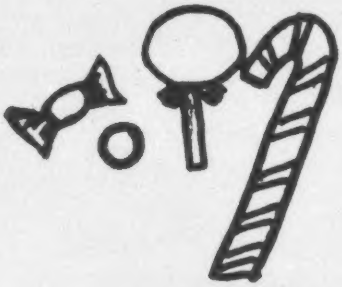
DIRECTIONS: Read the questions. On each line write the missing letter.

WHAT COMES BEFORE?	WHAT COMES AFTER?
__________b	A__________
__________w	J__________
__________p	G__________
__________t	N__________
__________r	L__________
__________c	D__________

ALPHABETICAL ORDER

SKILL:	STUDY SKILLS, Reference Materials COMPREHENSION SKILLS, Literal Comprehension
LEVEL:	3-S and up; 4-OH and up
MATERIALS:	Worksheet, construction paper, crayons, scissors, paste
PROCEDURE:	Make a duplicating master of this sheet. Give each child a worksheet and a sheet of construction paper. Read the directions with the pupils.
DIRECTIONS:	Cut out the words and pictures on this sheet. Paste the words on the construction paper in ABC order. Paste each picture next to the word it matches. Color the pictures.

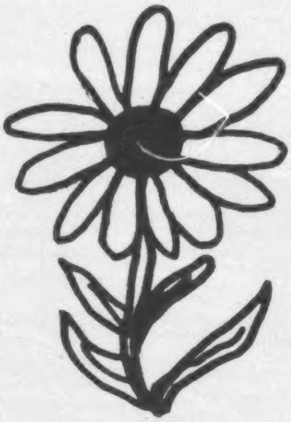


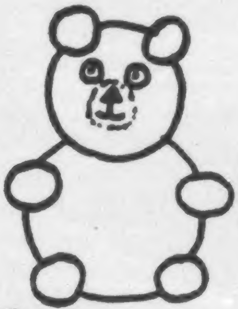


DAISY

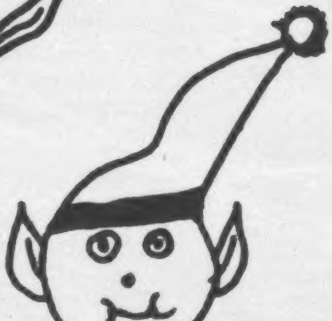
FISH

CANDY



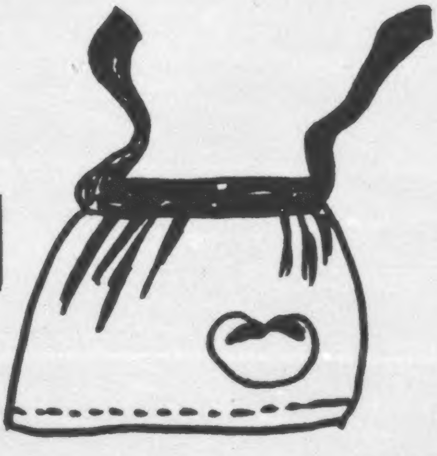


BEAR



ELF

APRON



ALPHABETICAL ORDER

SKILL: STUDY SKILLS, Reference Materials

LEVEL: 3-S and up; 4-OH and up

MATERIALS: Various materials available in most classrooms

PROCEDURE: Use a variety of classroom activities to provide practice in alphabetizing. For example:

1. Make a classroom directory. Put the pupils names in alphabetical order and add phone numbers and/or addresses. Children can make a cover for the directory and use it when needed.

2. Assign each child the task of making his own "dictionary." Provide catalogs, old workbooks, scissors, paste and paper. Have children make a picture section for each letter of the alphabet and arrange it sequentially. Children may share their books and use them as references.

3. Bring a telephone directory into the classroom. Challenge children to find their family names in the book.

4. Organize a classroom library. Make a card file which lists titles or authors of books in the classroom. Have pupils arrange cards in alphabetical order.

5. For a classroom cooking lesson, have pupils arrange the shopping list in alphabetical order.

6. Take a neighborhood walk and look for objects in alphabetical order.

ALPHABETICAL ORDER

SKILL: STUDY SKILLS, Reference Materials

LEVEL: 4-S and up; 4-OH and up

MATERIALS: Chalkboard

PROCEDURE: Write the following sentences on the chalkboard. Read the directions with the pupils.

DIRECTIONS: Arrange each group of words in alphabetical order to make a sentence.

1. jump wall Bill over can the.
2. my candy Ann bought from store.
3. should words How use players many?
4. like socks I red new my.
5. jam toast Dan soft on eats.

SCRAMBLED SENTENCES

SKILL: STUDY SKILLS, Reference Materials

LEVEL: 5-S and up; 5-OH and up

MATERIALS: Chalkboard

PROCEDURE: Write the following scrambled sentences on the chalkboard. Remind pupils that the first word of each sentence can be found easily because the first word must begin with a capital letter.

DIRECTIONS: Put each group of words in alphabetical order to form sentences.

1. bear trees A small branches on baby bites.
2. have Fred time on lunch his Did?
3. into room quiet Children reading come our.
4. heavy water into A hippopotamus the hopped.
5. peach Can make children pies?

ACTION WORDS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II

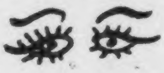
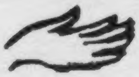
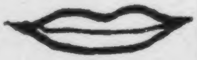
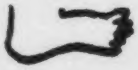
MATERIALS: Worksheet and My Second Pictionary

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Look up these action words in My Second Pictionary. Write each word under the picture which shows the part of the body used in the action.

Word List

boast
blink
braid
chase
complain
connect
gnaw
gulp
juggle
pluck
prance
quarrel
scrub
wade
weep
whine
yawn

USING DEFINITIONS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II

MATERIALS: Pupils Book, Level 8-S and worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the questions on the chalkboard.

DIRECTIONS: Use the glossary in the Level 8-S Pupil Book to find the answers to the following questions. Look up each underlined word. Look at the pictures next to the definitions. Write your answers on the lines.

1. Is an aphid as big as your hand? ______________
2. Which would you use to make things look larger, a magnifying glass or a statue? ______________
3. In which could a person live, a palace or a fountain? ______________
4. What kind of food comes from an orchard? ______________
5. Could you get a drink from a desert or a fountain? ______________
6. What does a person need in order to play a violin? ______________
7. Which could you set things on, a cider press or a counter? ______________
8. Which one is larger, a bristle or a crown? ______________

USING DEFINITIONS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary II

MATERIALS: My Second Pictionary

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Use My Second Pictionary to help you answer the questions below. Look up each underlined word. Look at the pictures next to the definitions. Write your answers on the lines.

1. Is a chicken's comb as big as a collie? ______________________
2. Could you walk through a clearing? ______________________
3. Which one could you play, a clearing or a clarinet?

   ____
4. Could you feed a chest or a chihuahua? ______________________
5. Which one could you wear, a crocus or a corduroy dress?

   ____
6. You could walk around on a deck or a deaf? ______________
7. Which could you ride on, a float or a flock? ______________
8. Which could animals play in, a fold or a flute? ______________

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary III

MATERIALS: Worksheet, chalkboard or chart paper

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard or on chart paper.

DIRECTIONS: Read each list of words. Put each list in alphabetical order by numbering the words from 1 to 4.

________ ill
________ icy
________ icing
________ if

________ meet
________ medal
________ mend
________ meat

________ coffee
________ code
________ coin
________ coffin

________ chase
________ chatter
________ cheap
________ charm

________ vase
________ vat
________ vacuum
________ valley

________ panther
________ palm
________ panda
________ pansy

MAKE A THESAURUS

SKILL: STUDY SKILLS, Reference Materials

LEVEL: Primary III

MATERIALS: Paper, construction paper, crayons, staples or paper fasteners

PROCEDURE: Have each child make a thesaurus. Begin by helping children list on chalkboard words which they use in their writing activities. After the list is compiled, divide group into working units and assign part of the list to each unit. Have units brainstorm for synonyms for each word on their part of the word list. Write combined synonym lists on chalkboard. Have each child copy the complete list on paper, make a cover, and staple together in book form. Pupils may wish to illustrate their booklets. Encourage pupils to use their booklets as aids for writing activities.

USING CHARTS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: Primary II

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Explain to the pupils that a balanced meal consists of at least one food from each of the four food groups.

DIRECTIONS: Use the chart below to help you answer the following questions.

Vegetables and Fruits	Meats and Nuts	Milk Products	Breads and Cereals
spinach	pork chops	milk	bread
beets	hamburger	butter	rice
cabbage	turkey	cheese	corn flakes
carrots		ice cream	oatmeal
corn			cream of wheat
lettuce			
turnips			
egg plant			
oranges			
cherries			
grapes			
strawberries			

1. What kind of food is missing from this meal?
   corn chicken ice cream ____________________

2. Choose the right kind of food to complete this meal.
   lettuce hamburger bread ____________________

3. Is this a balanced meal?
   corn turnips peanut butter pork chop

   Tell why. ____

4. Plan a balanced meal for breakfast.

5. Plan a balanced meal for lunch.

6. Plan a balanced meal for dinner.

USING CHARTS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Use the chart to answer the questions below.

Bird	Characteristic	Measure
Ostrich	Largest and fastest runner Largest egg	300 lbs. 3 lbs. 6" long
Albatross	Largest wing span	12 feet
Tern	Longest migration Fastest flyer	11,000 miles (one way) 170-220 mi. per hr.
Humming bird	Smallest Smallest egg	2" long 1/2" long
Japanese Long-tailed Fowl	Longest feathers	24-30 feet long
Chicken	Most abundant	3,000,000,000 in the world
Penquin	Fastest swimmer	20 mi. per. hr.

1. What is the name of the smallest bird? ____________________

2. The Japanese Long-tailed Fowl has feathers that are ____________ feet long.

3. The largest bird is the ____________________.

4. Which bird has a wing span of 12 feet? ____________________

5. Which bird can fly 11,000 miles one way? ____________________

6. The largest bird egg weighs ____________ pounds and is ____________ inches long.

USING CHARTS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: 8-S and up; 5-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard. Use after Level 8-S, T.M., page 130.

DIRECTIONS: Study the chart carefully. Use the chart to help you answer the questions below. Write your answers on the lines.

	Barn Owl	Spider Monkey	Green Lizard	Grizzly Bear
This animal can live in warm places.	X	X	X	
This animal eats plants.		X		X
This animal is a mammal.		X		X

1. Which animals can live in warm places?

   ______________ ______________ ______________

2. Which animal lives in cold places? ______________

3. Which animals eat plants? ______________ ______________

4. Mammals have hair. Which animals have hair?

   ______________ ______________

5. Is a spider monkey a mammal that eats plants? Yes No

6. Is a barn owl a mammal that lives in warm places? Yes No

7. Does a green lizard eat plants? Yes No

8. How are spider monkeys and grizzly bears alike? ______________

   ____

   ____

USING THE CALENDAR

SKILL: STUDY SKILLS, Tabular and Graphic Materials

LEVEL: 5-S and up; 4-OH and up

MATERIALS: Worksheet or chalkboard

PROCEDURE: Use large classroom calendar or put calendar for the current month on chart or chalkboard. Make a duplicating master similar to this sheet or write the questions on the chalkboard.

Have pupils use the calendar to answer questions such as:

1. What holidays come in January?
2. New Year's Day is on January ______________.
3. How many days have passed since New Year's Day?
4. Some students are going on a trip on the 20th. How many days before their trip?
5. What day will their trip be on?
6. How many Sunday's are in January?
7. On what day of the week is the 9th?
8. On what day does the last day of the month fall?
9. How many weeks are in January?

Change the questions to fit the current month.

USING GRAPHS

SKILL: STUDY SKILLS, Tabular and Graphic Materials

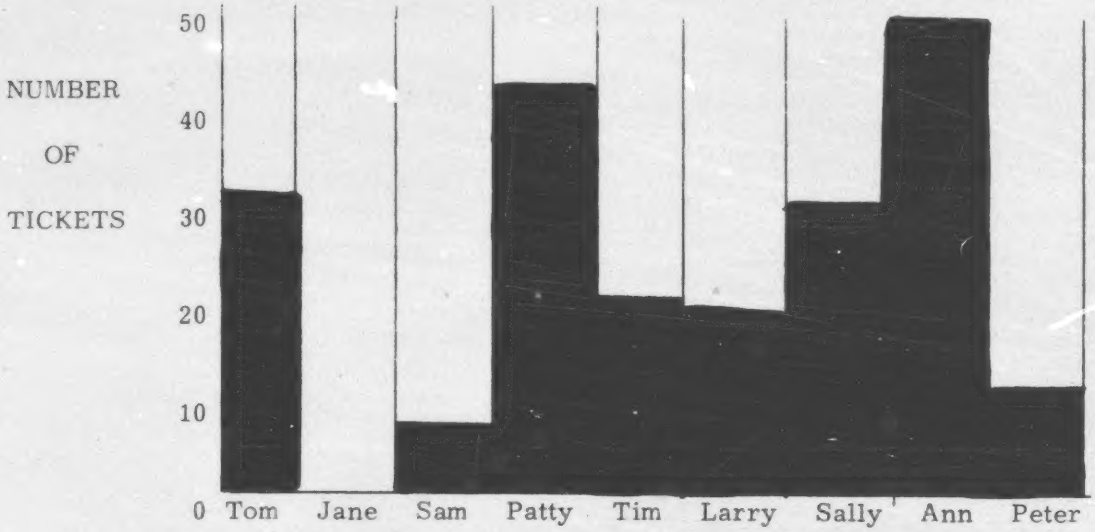
LEVEL: Primary III

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet.

DIRECTIONS: Read the story below. Study the graph. Answer the questions.

The children at Stone School are planning a fair. They are selling tickets for the rides at the fair. Mr. Low's class is having a ticket selling contest. The children keep class records to show the number of tickets sold by each child. Their graph looks like this.



1. Who has sold the most tickets? ______________

2. Has Peter sold more tickets than Tom? ____________

3. Who has not sold any tickets? ___________

4. How many tickets has Larry sold? ______________

5. Has Patty sold more tickets than Sally? ______________

6. Has Sam sold twenty tickets? ____________________

CHARTING A FIELD TRIP EXPERIENCE

SKILL: STUDY SKILLS, Organization of Ideas

LEVEL: Primary II

MATERIALS: Chalkboard or chart paper

PROCEDURE: Use the information gained from a field trip experience to have pupils make a chart on the chalkboard or on large chart paper. Encourage children to identify categories for things observed such as animals, vehicles, buildings, people, plants, etc. As the field trip experience is discussed, items can be listed by the pupils under the appropriate heading.

Example: A field trip to the zoo might be organized as follows:

ANIMALS	VEHICLES	PEOPLE
lion	bus	bus driver
zebra	car	policeman
camel	train	zookeeper
porcupine	truck	truck driver

WHICH GROUP?

SKILL: STUDY SKILLS, Organization of Ideas

LEVEL: Primary II

MATERIALS: Worksheet

PROCEDURE: Make a duplicating master of this sheet. Read the directions with the pupils.

DIRECTIONS: Read the words in the boxes at the bottom of this page. Cut out the words and paste them under the correct heading.

Example: Cut out the word *cheese* and paste it under the heading *Food*.

CLOTHES	FOOD	TOYS

cheese	ball	jacket
grapes	meat	doll
sock	puzzle	hat
shirt	dress	checkers
crackers	bread	blocks

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Jan. ________August
2. Feb. ________July
3. Mar. ________June
4. Apr. ________September
5. Jun. ________January
6. Jul. ________December
7. Aug. ________February
8. Sept. ________March
9. Oct. ________November
10. Nov. ________April
11. Dec. ________October

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Sun. ________Wednesday

2. Mon. ________Saturday

3. Tues. ________Thursday

4. Wed. ________Sunday

5. Thurs. ________Monday

6. Fri. ________Tuesday

7. Sat. ________Friday

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Mr.
2. Mrs.
3. Jr.
4. Dr.
5. Rev.
6. Gov.
7. Maj.
8. Capt.
9. Sgt.
10. Ald.

________title of a married woman

________Doctor

________Mister

________Reverend

________Junior

________Sergeant

________Captain

________Governor

________Major

________Alderman

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkooard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. Ave. ________Place

2. Blvd. ________Road

3. St. ________Drive

4. Pl. ________Street

5. Dr. ________Boulevard

6. Rd. ________Square

7. Ct. ________Avenue

8. Sq. ________Court

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. in.
2. ft.
3. yd.
4. mi.
5. pt.
6. qt.
7. gal.
8. doz.
9. lb.
10. oz.

________gallon

________pint

________quart

________inch

________foot

________yard

________mile

________pound

________ounce

________dozen

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. A.M. ________month

2. P.M. ________minute

3. yr. ________before noon

4. mo. ________year

5. hr. ________after noon

6. min. ________hour

7. sec. ________second

ABBREVIATIONS

SKILL: STUDY SKILLS, Special Notations

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Make a duplicating master of this sheet or write the exercise on the chalkboard.

DIRECTIONS: Match each word with its abbreviation by writing the number of the abbreviation on the line next to the word.

1. mm.
2. cm.
3. dm.
4. m.
5. km.
6. l.
7. g.
8. kg.
9. C
10. F.

__________kilogram

__________Celsius

__________liter

__________millimeter

__________kilometer

__________Fahrenheit

__________decimeter

__________centimeter

__________meter

__________gram

SKILL: STUDY SKILLS, Story Problem and Solution

LEVEL: Primary II

MATERIALS: Various materials usually found in classrooms

PROCEDURE: Introduce orally the concept of discovering a problem and its solution before it is introduced in the reading material. Children who have had experience identifying the problem and its solution orally have less difficulty with this kind of reading material. This concept may be introduced in a variety of ways. You may wish to:

1. Show films which depict the presentation of a problem and the characters' solution to the problem. Class discussion may interrupt or follow the film.

Suggested titles:	F	169-147	*"What If?"*
	F	Series,	*"What Should I Do?"*
		169-143	*"The New Girl"*
		169-144	*"The Fight"*
		169-145	*"Lunch Money"*

2. Read mystery stories to or with the class. Many trade books containing mysteries are on the library shelves. The current reading program also contains mystery stories. Discuss the problem (mystery) in the story and its solution.

Examples of titles:	*"The Missing Necklace"*	(3-S)
	"The Stolen Necklace"	(10-S)
	"Ah See and the Spooky House	(6-S)

3. Make a bulletin board or chart which lists problems in the room. Such problems could be individual or collective.

Example:

Everybody Has Problems

Problem	Solution
Our room was messy.	We cleaned it up.
Bob lost his pencil.	Mary loaned him one.
John tore his paper.	The teacher gave him some tape.

4. Use the concept of problem and solution in everyday classroom routines. For example, in an art lesson distribute all of the materials except the scissors. When it is time to cut, explain to the children that they have a problem. What is it? How can they solve it? This is a flexible teaching strategy that may be adapted to many areas.

5. Read a story aloud to the class; then ask the children to discuss the problem and solution. Have pupils draw a picture of an alternate solution.

READING ALOUD

SKILL: STUDY SKILLS, Oral Reading

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Use the sentences below as an oral reading exercise.

DIRECTIONS: Read the following sentences aloud. Be sure to observe punctuation marks and vary your voice accordingly.

1. The boys ate popcorn, hotdogs, potato chips, and candy.

2. Linda had bacon, eggs, toast, and milk for breakfast.

3. David collected the books, pencils, erasers, and rulers.

4. The teachers brought cookies, pies, cakes, and cupcakes for the bake sale.

5. Yesterday Cecelia wore her new coat, hat, scarf, gloves, and boots.

6. Mark wrote Santa a letter asking for books, games, puzzles, and clothes.

READING ALOUD

SKILL: STUDY SKILLS, Oral Reading

LEVEL: Primary III

MATERIALS: Worksheet or chalkboard

PROCEDURE: Use the sentences below as an oral reading exercise.

DIRECTIONS: Read the following sentences aloud. Be sure to observe punctuation marks and vary your voice accordingly.

1. Mrs. Brooks yelled, "Children, stop playing!"

2. "It is time to go," said Mrs. Moore.

3. "Wait for me," the nurse said.

4. The principal said, "There will be no school Monday."

5. Mrs. Kick shouted, "Please take your seats!"

6. "Close the door, Joey," said Mrs. Turner.

7. "How are you feeling today?" asked Mr. Hodges.

ANSWER KEY for PUZZLES

Page 31: Shadow

```
L S O C W O D S M V T L O T
I H O O A I R A R E D K K R
D A L A Q B J P U X M D N O
G D G T R I C K Q V Y U O T
N O I P A L O M I N O L P T
I W A P H C S T D L R L Z E
K D T G B U V H G E M S W R
C L F A W E A F C O R R A L
A U E I Y D N I J L C F N T
R L U T E L L T Z B X N G O
T R O T T O L A K M O Z P H
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Page 32: Shadow's New Life

```
B U M A S T E R I N E N D J M
L E A D D A Z E S I B N A U E
U T H E G U B E F R O A D D O
E B E J R M F A I R N R E G E
R C O D O O C R A Z U R O E X
I D E N O M S G I W E O P S N
B S X M M I S T R E L W A M R
B E N E E T T E N N E S S E E
O G R W D O S N O R T E D C K
N D R I N G E N U M H R U M B
C U K C O P E S F M A N E J E
M J T R A I N I N G H A S A G
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Page 33: Pecos Bill

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A N D E C L I P S E G G P F
R E A L I N G O A Z O E B A
C I O C A M P F I R E E U I
M W T N E U S E A F K E F R
E R S I X G U N S U C D F A
D S I T R U T A O Z H A A N
G H R T A L E S I N A C L D
K I L M A E P W S I P Y U S
I X B I L M A E P W S I N Q
N O A Z U N C L E C P L I U
G U I S Q U A S A B I E N A
Q R T I O Z M A T B N E A R
S A N X M U S T A N G A L E
```

Page 34: Tall Tales About Strange Critters

```
B A N G O O F U S B I R D A D
A R L O F F E R T R A T K E V
C A C A C T U S C A T L O S C
K I N D L E G N A R T A S T H
W P M U C H O D A G P Z U R A
A J A C L K E M U N E Y B A M
R I D E H O O P S N A K E N P
D U M T E R C A R U M M C G I
S Z U N C R I T T E R K I E D
C A L N E D O K O O R C U T N
M A E N U C R O O K E D E A D
```

Page 35: Chuka's Hawk

```
G R A C O U O T E L G A F G
R A V E V C H U K A Y M G R
A M A B E F L O C K E E R A
N O Z R R O W B E R R S A S
D E R O S E R T E B W A V S
F M O T O T O M O R R O W H
A D A M R E D R A Y E V A O
T K O E A D E S E R T E R P
M U C R N T U R E L O O D P
E C A D V E N T U R E T L E
R O W K M O R R O W T H E R
O G R A V E Y A R D E E D H
N C U E C O L F L O C R O T
E A G L E A H A W K I D D L
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Page 36: Sand Painting

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D I D I F F E R E N T F N D
E N E A R I N G I O N D L E
S E C E R E M O N I E S E F
I M Z K L D X D H G R T U O
G Y I N D I A N S O C B G O
N P A K I S P R I N O K R D
S A N G S M I E G L R E O C
W I X O D I E Z L I N K U O
M N M G N X I T U N M A N L
E T P S A N D U E Z E L D O
C I D R N M E A L N A E N R
V N A Z S D N U O R L G F I
T G P S P R I N K L E L C N
D F G D R U N D S Z A V T G
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Page 37: The Story of William Penn

```
R E S P E C T C E T J O I N
N L I A P I A D N A W R U O
P L A I N S I M O P F L E A
G T B M Z B E R B E R S A R
S F H U G E R A L J E N I O
I S E R T E C W E C E A R Z
M Z W I G W A M M T D Q U O
P E A R D G M G A W O G I W
L T E N U R D E N A M D E A
E F N E W W O R L D R O W N
O U T Q U H E N G L A N D A
P O N E G L A N D N A L E N
Z S E T T L E R S E T L R E
```

Page 38: The People Downstairs

```
D A N C E O P E O P L E D E M
L E C P C E P I H U R S H A D
W G I W A P A R T M E N T W O
O E R C U Q R C W E R D L C W
N Z C A L A N D I N G N C R N
D M L G A B N A E B H C H U S
E I E A P R A T M E H N I A T
R N I T S N W W O D U I L C A
F U S O M E O N E W R L D L I
U T E M I N A M E N R O R E R
L E R B E A N B A G A T E T S
S L L U F R F W O N H D N G W
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Page 39: I Know an Old Lady

```
A G U E S S N O H O R S E P E N R
N E P O R A L F E U G W A M I P E
D O A P E N N L S U E M S D W I D
E D B K A I R Y D X U E M P R W E
L O S E S W A L L O W E D E I A S
G R U L D E P T U Z A R I N G I S
C A R R T U E S P I D E R N G A T
O L D L I A W R H P R A I F L N H
U Z Y G C P O P E N E D A D E W R
R U R S K E U M E A D S L M D E O
S D H E L U W A L K E D T C D E A
E W A K E L O W E D N R E S R O T
I R W B D O P E N N S U E M D I P
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Page 40: A Great Land

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D E S T O G E T H E R F S K T U
S I R E H E S K D M O S T A E N
E U S T R E T C H E D V S Y A I
S I N D I A N D S N T G E A E T
K E M A V Z L A O U N V A K E E
I T O T I T A L C E T S T S M D
M O U N L A N A I D N I O U V S
O U N T L I G E P E O P L E A T
S P T E A O U P I N P I A N S A
D K A Y G K A L E V I L L A E T
S T I R E F G T A L A S K A C E
H E N T S D E G E T H E R E S S
K I S M I O R D F O R E S T E S
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Page 41: The Wind from the Sea

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S U S P P E R C A R V E G S E E
T H U N D R E D T H O N S T R E
O S P A B R A I D E D R E A M L
R A P L E O W U G Z G Q U R O T
E V E N S E A L W S K I N T O R
H I R L E D W H I R L E D S E D
O S W I A N E T N O S E R E D R
U N D R E U P P D C A R V A S E
S W I N A E Q U T O E T R L H A
E T H A R N E S S I N G H S E M
M R A J E T R U H A P Z U K M E
T H U N D E R E D I Q U W I E D
L I E R M B V P W L U N O N D A
E T H O N G S P R I N K L E L L
```

Page 42: A Candle in the Night

```
N D L E O L E G E N D O G L E A R
I R O A E Z E E F R E E L I R M F
G E W A T C H E D O O R E Y A F A
H E D B U N A C I R F W A N E O N
T Z O C W A T C H D E S M T Q O S
L E G A N I D H T F R E E Z E L T
R C A N T R E N I G O H D T R I A
E O O D O G E N D O O W A Y R S N
C A N L E A D W A F R I C A N H I
F R E E F U S S L R W E Z C O L O
E B R E O Q F R E E A X S T A M P
W T O M O R R O W A Y N R W S T J
```

Page 43: Pioneers in Space

```
S P M A H C P O L E O R F I T
R A S U B J E C T A R U R C D
P E R N U M B E R I B I E T S
I T C A P S U L E U I L C E T
O K A C A P S L L E T I K T R
N C Y N L E M O N S B E L R A
E E R C H I M P A N Z E E R P
E S S A G E C P T C A P S U P
R O C E T S U L E F R O C K E
S U H B J E C T R A O P P E D
C H A M S P R O C K C T A Z C
S U M E S S A G E O K E V E S
D R P R V E P A V J E C E T R
I B S E L M P N Z E T R D E E
```

Page 44: The Ship from Zurn

```
G M I S S O I N R E Z E R O E R
A I E B R O R E L B I S I V N T
H S I R H I P I P L A N E T C H
I S K E P S L E E V R U W I T I
L I F A T S P A C E S H I P V N
E O A K R I L I A T P C A L A V
V N S F A O A R T E A R T H T I
E A T A Z N T C H E C I V A S S
R M U S E V M U C A N V A S B I
F A S T R H U B E L A S S N E B
C A N V D E S W I T C H E S P L
Z C H A N T E R O B W R A T C E
```

Page 45: Who's In Charge of Lincoln?

```
R A Y A R D S E T T W A S H I N G
E T E N D E N T S T A T I D N T B
S J A M M E D U N D S O L D I E A
I A Y A R N E D L B H U N G R Y T
P M E L D H U S O A I N C P E N H
R E S I T A T E O T N G O H S I R
E D A N E U E T T H G R L O I W O
S G R C L L L T E R T Y N N D B O
I Y Z O U I E L L O O A L E I U M
D I E L N P R E T E N D E D E N T
E O L N G R O D E O V E D B R D H
N G T D N E N T S O L D I E R L I
T E L E P H O N E M P R E T T E Y
```

Page 103: Vocabulary Mastery Test 1

```
C O U L D C B D O N T R
M N V X P B U Y C P R E
Q B E V W N I T R E Y V
P O I E U Y T R E W A E
S D F R G H O L D J K R
L Z X Y V M N W Q R T Y
F H T Z S D F G H J K L
E L E P H A N T L P M H
A W E R E B G J Y O U R
```

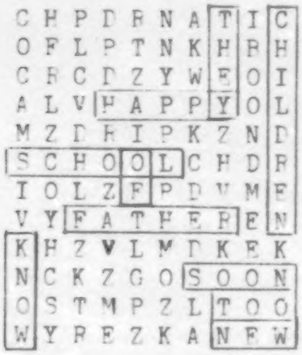
Page 104: Junk Day on Juniper Street

```
C W A G O N Q T
K H N K T T V A
V E X C R O F B
B F C U U O Z L
R I N F C L P E
T O Y S K B E F
C H A I R O M Y
Y W R N S X R T
```

Page 105: Sight Words

```
W B I R T H D A Y M O
S Y S U R P R I S E B
C P T R U M W R V T S
H B A N P A R T Y O I
O E T Q W C P H A T M
O P E C M N V T Y S S
L V L O L L I P O P M
```

Page 106: Sight Words



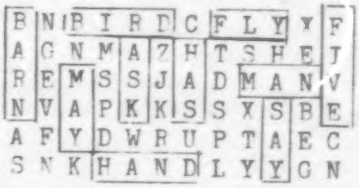
```
C H P D R N A T I C
O F L P T N K H R H
C R C D Z Y W E O I
A L V H A P P Y O L
M Z D R I P K Z N D
S C H O O L C H D R
I O L Z F P D V M E
V Y F A T H E R E N
K H Z V L M D K E K
N C K Z G O S O O N
O S T M P Z L T O O
W Y R E Z K A N E W
```

Page 107: Jimmy's Pocket Aunt

Down
1. Alice
2. take
3. thanked

Across
4. take
5. five
6. Lee

Page 108: Vocabulary Mastery Test 3



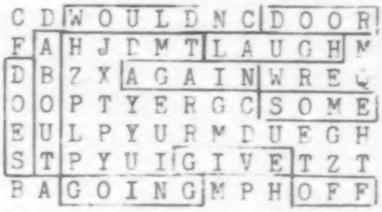
```
B N B I R D C F L Y Y F
A G N M A Z H T S H E J
R E M S S J A D M A N V
N V A P K K S S X S B E
A F Y D W R U P T A E C
S N K H A N D L Y Y G N
```

Page 109: Candy for Dinner

Across
1. Mickey
2. dinner
3. Blake
4. said
5. thought

Down
6. baked
7. Candy
8. dessert
9. joke
10. both

Page 110: Vocabulary Mastery Test 4



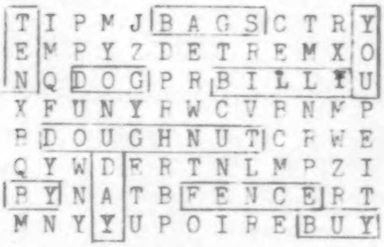
```
C D W O U L D N C D O O R
F A H J D M T L A U G H M
D B Z X A G A I N W R E Q
O O P T Y E R G C S O M E
E U L P Y U R M D U E G H
S T P Y U I G I V E T Z T
B A G O I N G M P H O F F
```

Page 111: The Seven Little Pifflesniffs

Across
1. grapefruit
2. coffee
3. colds
4. soft
5. scrambled

Down
6. Patrick
7. Pifflesniffs
8. work
9. fried

Page 112: Billy's Find



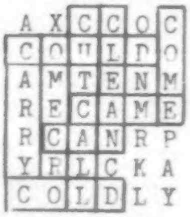
```
T I P M J B A G S C T R Y
E M P Y Z D E T R E M X O
N Q D O G P R B I L L Y U
X F U N Y R W C V R N M P
R D O U G H N U T C R W E
Q Y W D E R T N L M P Z I
B Y N A T B F E N C E R T
M N Y Y U P O I R E B U Y
```

Page 113: Excitement on Appleby Street

Across
1. bowls
2. manhole
3. fire

Down
3. fish
4. road
5. tooth
6. truck

Page 117: Sight Words



```
A X C C O C
C O U L D O
A M T E N M
R E C A M E
R C A N R P
Y R L C K A
C O L D L Y
```

Page 118: Sight Words

T	S	E	V	E	N	G
H	S	O	O	N	I	A
I	F	A	I	L	A	G
N	A	S	I	N	G	O
G	S	T	A	R	T	E
R	H	O	S	U	M	P
E	O	P	M	O	S	T
E	W	I	A	E	G	O
S	H	A	L	L	I	N
F	A	S	L	E	E	P

Page 119: Sight Words

R	V	P	C	U	S	E
D	U	P	O	N	Y	C
N	V	O	L	D	X	W
A	N	T	W	E	R	E
V	X	V	E	R	Y	L
N	W	Y	N	L	E	L
W	A	N	T	R	A	M
A	S	P	C	K	D	O
L	H	L	Y	E	P	T
K	Y	E	N	M	X	A

Page 120: Sight Words

O	P	W	H	I	T	E
N	W	H	E	N	W	X
D	Y	E	L	L	O	W
W	O	R	K	W	U	H
V	U	E	X	I	L	I
R	R	C	P	S	D	C
E	N	O	V	H	T	H

Page 121: Sight Words

G	O	N	T	H	R	E	W	L	N
O	X	I	W	U	O	V	G	O	T
I	F	V	O	G	E	T	E	D	D
N	E	E	R	G	R	E	E	N	N
G	M	S	T	E	I	E	T	R	E
T	H	A	G	O	G	A	V	E	L
E	G	O	O	D	W	O	N	C	G
S	W	A	T	U	X	N	E	I	O
T	U	E	S	G	I	V	E	S	E
G	R	O	W	O	U	L	T	O	S

Page 122: Sight Words

P	T	O	G	E	T	H	E	R	E
A	F	C	X	Y	U	L	O	P	N
T	O	H	P	T	R	H	N	T	G
H	E	I	T	H	A	N	K	H	L
O	G	P	A	E	F	M	B	R	I
S	H	F	C	S	G	T	G	E	L
E	M	E	T	E	R	A	I	E	B
B	L	U	Y	S	J	K	T	L	H
S	P	E	R	O	X	E	N	M	T
V	H	R	T	H	E	I	R	N	O
T	F	K	A	T	O	T	H	E	M

Page 123: Thumbing for TH

t	n	e	s	h	r
e	i	t	h	e	r
e	b	h	r	o	d
t	h	r	e	a	d
h	a	o	b	m	y
c	o	w	i	t	h

Page 124: Watching for WH

Down	Across
1. white	3. wheel
2. whistle	4. whisper
5. whip	5. whirl

Page 125: Shopping for SH

f	w	i	s	h	s	k
e	i	u	x	o	v	s
m	r	s	p	u	s	h
r	h	h	h	x	u	o
n	z	o	v	i	s	w
d	m	u	i	s	n	r
s	h	o	p	e	n	g

Page 126: Checking for CH

Across	Down
3. chair	1. chocolate
4. such	2. chips
6. chop	5. checks
7. chain	
8. chase	

Page 127: Sight Words

F I O A N A W A Y I A
M P A L O N F D A N R
Z V B L D Y C P G K A
Y W O Y A A L W A Y S
E X U S A E M U I O K
A F T E R N O O N D E
M N T P E R Q X Y M A

Page 129: Sight Words

Across	Down
1. not	2. own
3. now	4. of
4. old	5. over
5. off	6. open
8. once	7. only
9. new	9. new
10. never	

Page 131: Sight Words

Across	Down
2. pick	1. ride
4. please	3. play
5. pretty	6. round
7. pull	8. right
8. read	
9. put	

Page 161: The Greatest Machine in the World

Across	Down
2. tied	1. artist
5. sculpture	3. machine
9. cried	4. wheels
10. ribbon	6. parts
	7. rocked
	8. sign

Page 162: Noise

Across	Down
2. wearing	1. airport
4. rattled	3. airplane
5. sound	5. screams
6. earmuffs	8. mother
7. alarm	

Page 164: The Robots

Across	Down
2. birthday	1. mayor
6. wastebasket	3. robot
7. Henry	4. paper
9. money	5. pajamas
10. workshop	8. helper

Page 166: The Dinosaur Egg

Across	Down
3. dressed	1. Jellyfish
5. dinosaur	2. beach
6. fish	4. watermelon
7. stream	
8. ziggled	
9. stone	

Page 167: There's A Hole in the Middle of the Sea

Across	Down
3. middle	1. hole
4. frog	2. wing
5. sea	4. flea

Page 169: An Old Story from Hawaii

Across	Down
1. Hawaii	2. weave
3. paddle	5. aloha
4. feast	6. race
8. cut	7. nets
9. canoe	

Page 171: Sammy Shows Off

Across

4. show off
6. untied
8. snake

Down

1. knots
2. friends
3. trick
4. slid
5. funny
7. easy

Page 172: Tug of War

Across

2. rabbit
4. tug of war
5. tug
6. splash
9. squeeze

Down

1. hippopotamus
3. forest
4. trunk
7. elephant
8. beach

Page 174: The Cat in the Hardware Store

Across

2. window
3. quiet
5. hardware
7. collected
8. Firemen
10. store

Down

1. route
4. trail
6. morning
9. night

Page 177: Fables

Across

2. moral
3. fable
4. hungry
5. chickens
7. dinner

Down

1. pail
3. force
4. hatched
6. kindness

Page 178: Hennessey

Across

5. policeman
7. rascals
8. scat
9. leave

Down

1. Hennessey
2. woods
3. children
4. beard
6. tattered

Page 180: The Surprise

1. scarf
2. birthday
3. surprise
4. brothers
5. beautiful
6. grandmother
7. bit
8. Pedro
9. Maria's
10. sweater
11. Ricardo

Page 181: On Top of Spaghetti

Across

2. meatball
3. spaghetti
6. somebody
7. sneeze

Down

1. cheese
4. garden
5. covered
7. summer

Page 183: The First Dishes

Across

2. hunter
4. stone
6. caves
7. raked
9. villages

Down

1. people
3. river
5. Torad
6. clay
8. early
10. seeds

Page 185: Stone Soup

Across

2. pocket
3. stone
6. wonderful
8. greedy

Down

1. woman
3. sleepy
4. soup
5. hungry
7. breakfast
9. young